

**DESIGNING LISTENING TASKS FOR THE FIRST GRADE OF INDUSTRIAL
ELECTRONICS ENGINEERING DEPARTMENT IN SMKN 2 PENGASIH**

A Thesis

**Submitted as Partial Fulfillment of the Requirements for the Attainment of the
Degree of *Sarjana Pendidikan* in English Language Education**



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DESIGNING LISTENING TASKS FOR THE FIRST GRADE OF INDUSTRIAL ELECTRONICS ENGINEERING DEPARTMENT IN SMKN 2 PENGASIH

A THESIS

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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DEDICATIONS

This thesis is dedicated to:

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Mottos

“Live as if you were to die tomorrow. Learn as if you were to live forever”

(Mahatma Gandhi)

“One will gain nothing without making any efforts”

(QS. An Najm: 39)

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The Researcher,



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Abstract

The objectives of this research study were: (1) to find out the English learners' needs and learning needs in *Eletronik Industri* that are needed to develop the effective tasks design and (2) to design Listening Tasks for the first grade students of ELIN in the first semester of SMKN 2 Pengasih.

This research was a research and development (R & D) study. The steps used in conducting this study were conducting a needs analysis, writing the course grid, writing the first draft of the materials, implementing the first draft of the materials, evaluating the first draft of the materials, revising the first draft of the materials, writing the second draft of the materials, implementing the second draft of the materials, evaluating the second draft of the materials, revising the second draft of the materials, writing the final draft of the materials. The data were collected by using questionnaire (quantitative data) and interview guideline (qualitative data). The quantitative data were analyzed by using the descriptive statistics, and the qualitative data were analyzed qualitatively.

These Listening Tasks are divided into four units. Each unit consists of 8-9 tasks which are organized into Let's get started, Let's study, summary, and evaluation. The effective tasks are also supported by the task components, namely goal, input, activity, learner role, teacher role, and setting. The range of the mean values of the statements in the evaluation is between 3.30 up to 4.77. Based on *Quantitative Data Conversion* proposed by Sudijono (2003: 335), if the mean value is between $2.6 < X \leq 3.4$, $3.4 < X \leq 4.2$, $X > 4.2$, the component is effective. Therefore, all components are effective.

CHAPTER I

INTRODUCTION

A. Background of Study

English subject is very important for the development of education in Indonesia, including vocational schools. Vocational schools need the English subject because these schools aim to improve the skills of learners to live independently, take further education in accordance to their program and one of the requirements to find a job is they must be able to communicate in English and have high scores in the TOEIC (Test of English for International Communication)..

In *Standard Isi* that is regulated by BSNP (*Badan Standar Nasional Pendidikan; 2006*), vocational education aims to develop the students' intelligence, knowledge, personality, and skills in a workplace to have an independent life in their future. Students of vocational schools must be able to work effectively and efficiently and to develop expertise and skills, must have a high stamina, master the basics of science and technology, have a high work ethic, are able to communicate in accordance to the demands of their job, and have the ability to develop them.

The purpose of English teaching and learning in a vocational school is not only to make students communicate fluently with others but also to help them in finding a job. In finding jobs in this era, one of the requirements is they must be able to communicate in English and have high scores in the TOEIC (Test of English for International Communication). This test

measures the ability of non-native English-speaking examinees to use English in everyday workplace activities. This test focuses on two skills of students; they are reading skills and listening skills. They have to master these two skills if they want to reach high scores in this test. In improving their reading skills, they must study grammar and vocabulary. Then, they must often listen to conversation or English texts to improve their listening skills.

Listening tasks are very important for English teaching-learning because with the listening tasks, students will have many opportunities to practice their listening skills. Therefore, their listening ability can improve through the tasks. However, the tasks must be based on the curriculum and relevant to the the department itself.

Because of the necessity above, English teachers of vocational schools should prepare, conduct, and manage the effective teaching and learning process so that the students are able to communicate in English well.

In reality, there are still few listening tasks in vocational school. There are two causes of the problem. The first cause is the teachers of vocational schools did not have any ability to find and develop relevant listening tasks for each department. It is because not everyone can find the sources of such material and appropriate resources available are still rare. The second is the listening materials in English books available in the market are not appropriate with the vocational curriculum and audio is often not included. Therefore, the research about designing listening tasks for vocational school is important to do.

B. Identification of the Problem

In identifying the problems related to the listening tasks for Industrial Electronics Engineering department in SMKN 2 Pengasih, the researcher conducted an interview. Based on the result of the interview with an English teacher of this school, the problems are irrelevant tasks to the department itself, lack of resources that are appropriate with the curriculum, and shortage of tasks to improve listening skills.

The first problem is not appropriate tasks of the department itself. It happens because the government is not ready yet to develop the suitable English curriculum for each vocational school. It can be seen in *SK/KD* for the English subject in which most of the elements are not appropriate to the vocational fields. The second problem is lack of resources that are appropriate with the curriculum especially in engineering. It happens because the materials of engineering are difficult to find and the teachers did not have ability to find and develop appropriate listening tasks for each department. Therefore, the teacher should be as creative as possible in designing the English tasks. The last problem is shortage of tasks to improve listening skills of the students. It happens because the tasks are not appropriate with the students' need, the tasks are not appropriate with the vocational curriculum, and the tasks do not have audio.

C. Limitation of the Problems

As mentioned in the previous part, three problems were identified as the problems in the English listening learning process. The study will focus on the shortage of tasks to improve listening skills. The tasks must be appropriate with curriculum for vocational school, student's needs and varied. Therefore, the research will focus on designing listening tasks for the first grade of Industrial Electronics Engineering Department in SMKN 2 Pengasih.

D. Formulation of the Problems

Based on limitation of the problems, the problems of this study can be formulated as follows:

1. What are the learners' needs for learning listening in the class of the first grade students of Industrial Electronics Engineering department in SMKN 2 Pengasih?
2. How are the listening tasks for the first grade students of Industrial Electronics Engineering department designed?

E. Objectives of the Research

In line with the formulation of the problems above, it can be taken some objectives of the research as follows:

1. To analyze the learners' needs for learning listening in class of the first grade of Industrial Electronics Engineering department.
2. To design the relevant tasks to develop the students' listening skills.

F. Significance of the Research

The researcher expects that:

1. the result of the study will be useful for the first grade students of Industrial Electronics Engineering to support their English learning.
2. the result of the study will be useful for English teachers of SMK N 2 Pengasih as an input in providing relevant English learning tasks for their students.
3. the result of this study will encourage other English language education students to conduct similar research on the different fields of the study.
4. the result of this study will encourage tasks designers to design tasks that are appropriate with the students needs of English, and
5. the result of this study will encourage the government to write specific English curriculum for all departments of vocational schools in Indonesia.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

The main objective of this research is to design tasks for listening in the English laboratory class of vocational schools in the Industrial Electronics Engineering department. The basis to have effective listening tasks is a unit design which is organized into the sequence based on the learning and learners' needs. It will make learning easy and effective for students in Industrial Electronics Engineering.

A. Literature Review

1. English as Foreign Language and Teaching English as a Foreign Language (TEFL)

Brown (2001: 116) explains that foreign language contexts are those in which learners do not have ready-made contexts for communication beyond their classroom. They may be obtainable through language clubs, special media, books, or tourists, but efforts must be made to create such opportunities.

English takes on more and more of a foreign language role in many countries. English is increasingly being used as a tool for interaction among non-native speakers and a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research (Brown, 2001: 118). Over one half of the one billion English speakers of the world learn English as a second or foreign language. Brown (2000: 193) describes learning EFL as learning English in one's own culture with few immediate

opportunities to use the language within the environment of that culture (for example, a Japanese learning English in Japan).

Harmer (1991: 1-2) explains that English is learnt by the greatest number of students in the world as a foreign language, probably, because it is on the school curriculum whether they like it or not. Some language learners find themselves living in a target language community so they need to learn English to survive in that community. Some people want to learn English because it offers a chance for advancement in their professional lives. Some learn a foreign language because they are attracted to the culture of the target language community.

In Indonesia, English has been taught since the students are in junior high schools and even in some areas since elementary schools. The students learn English because it is one of the subjects stated in the school curriculum. Meanwhile, some professionals learn English because it offers a chance for advancement in their professional lives. As for students of vocational school, they learn English because they realize that it is important to support their future for find the job or work.

2. English for Spesific Purposes (ESP)

English for Specific Purpose (ESP) is a branch of English as Foreign Language (EFL)/English as a second Language (ESL). Hutchinson and Waters (1987) state that ESP is an approach to Language teaching which aims to meet students' need in the target situations in which all decisions as to content and method are based on students' reasons to learn.

The purpose of an ESP course according to Hutchinson and Waters (1987) is to enable learners to function adequately in a target situation, then the ESP course design process should proceed by first identifying the target situations then carrying out a rigorous analysis of the linguistic features of that situations. This process is known as needs analysis.

The needs analysis or the needs assessment is an important feature of ESP. Brown (2000) adds that there are three basic in need assessment. They are making basic decisions about the needs analysis, gathering informations, and using the information. The steps are conducted to know learners' needs. Therefore, the needs analysis is the important part of ESP.

3. Listening Tasks

a. Theory of Listening

1) Definitions of Listening

According to Helgesen and Brown (2007: 3), listening is something we do every day, so it seems simple. There are some definitions of listening:

- a) Listening is an active, purposeful processing of making sense of what we hear (Helgesen, 2003: 24).
- b) Listening is mental process of constructing meaning from spoken input (Rost, 2002: 279).
- c) Listening comprehension is the process of understanding speech in a first or second language. The study of listening comprehension in second language learning focuses on the role of individual linguistic units (e.g. phonemes, words, grammatical structures) as well as the role of the listener's expectations, the situation and context, background knowledge and topic (Richard & Schmidt, 2002: 313).
- d) Listening is conceived of as an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express (Rubin, 1995: 7).

According to Brown (2000: 102), listening is a psychomotor process of receiving sound waves through the ear and transmitting nerve impulse to the brain. Rost in Nunan and Carter (2001: 7) states that the term listening is used in language teaching to refer to a complex process that allows someone to understand spoken language. Listening is the channel in which someone process language in real time-employing pacing units of encoding and pausing that are unique to spoken language.

Listening is something we do simple in every day. Everyone always listens something to get some information. So, listening is the process of understanding and receiving some information from what we hear.

2) The Listening Process

According to Rumelhart (1997), Flowerdew and Miller (2005), the processing of listening is bottom up and top-down. Bottom-up processing is trying to make sense of what we hear by focusing on the different parts: vocabulary, the grammar or functional phrase, sounds, etc. Top-down processing, on the other hand, starts with background knowledge called schema. This can be content schema (general knowledge based on life experience and previous learning) or textual schema (knowledge of language and content used in a particular situation: the language you need at a bank is different than what you need when socializing with friends) (Helgesen and Brown, 2007: 6).

According to Wilson (2008: 15), the bottom-up model emphasizes the decoding of the smallest unit-phonemes and syllables-to lead us towards meaning. The approach is based on discrete units of language in the text. The top-down

model emphasizes the use of background knowledge to predict content. This may refer to world knowledge, knowledge of the speaker or context, or analogy (if the situation is familiar, listener can guess what they're going to hear next).

3) Micro skills of listening

Through a checklist of microskills, the teacher can get a good idea of what the teacher 's techniques need to cover in the domain of listening comprehension. The teacher plan a specific technique or listening module, such a list helps teacher to focus on clearly conceptualized objectives. These microskills were that adapted from Richards (1983) and other sources.

1. Retain chunks of language of different lengths in short-term memory.
2. Discriminate among the distinctive sounds of English.
3. Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intentional contours, and their role in signaling information.
4. Recognize reduce forms of words.
5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
6. Process speech at different rates of delivery.
7. Process speech containing pauses, errors, corrections, and other performance variables.
8. Recognize grammatical word classes (noun, verbs, etc) systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms.
9. Detect sentence constituents and distinguish between major and minor constituents.
10. Recognize that a particular meaning may be expressed in different grammatical forms.
11. Recognize cohesive devices in spoken discourse.

12. Recognize the communicative functions of utterances, according to situations, participants, goals.
13. Infer situations, participants, goals using real-world knowledge.
14. From events, ideas, etc., describe, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Distinguish between literal and implied meanings.
16. Use facial, kinesic, body language, and other nonverbal clues to decipher meanings.
17. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appeal for help, and signaling comprehensions or lack thereof.

Micro skills are little more complicated to understand, as it is not only about understanding as a whole, but here we have to consider things like choice of vocabulary, how the message is delivered and why, It also includes things like intonation, attitude, deeper meaning and a whole lot more.

4) Teaching Listening

According to Helgesen and Brown (2007: 9), a listening lesson often has three parts: pre-listening, listening task, and post-listening (optional).

a) Pre-listening

A “pre-listening” warm-up task is more than just an introduction to the topic, although that aspect of it is important. Pre listening is how we can help learners achieve the balance between top-down and bottom-up processing. When learners use both top-down and bottom-up processing, this is called interactive processesing (Peterson, 2001).

b) Listening Tasks

Traditional listening materials often had learners listen to a text-in teaching listening, any listening passage is referred to as a text. After they listen, the learners answer some comprehension question. There are a number of problems with this approach. First of all, in real life, we almost always know why are listening to something. When the comprehension questions follow a listening text, the learner may not know what to listen for. Also, when questions are answered after listening to the text, and the learners get the answers wrong, you don't know if it was because they didn't understand, they understood but forgot, they were focusing on something else so understood the wrong part of the text, or if there was some other problem.

Using tasks when teaching listening get you away from these problems. Tasks imply that one is listening for a purpose.

c) Post listening

The range of post-listening activities is at least as wide as listening tasks themselves. At times, post-listening may be as simple as checking the answers to comprehension questions, either by the teacher telling the learners what the correct answer are, by eliciting answer from the students themselves, or by having students compare their answer in pairs or small groups.

According to Wilson (2008: 60), listening sequences should usually be divided into three parts: pre-listening, while-listening, and post-listening.

- a) The pre-listening stages described below help our students to prepare for what they are going to hear, and this gives them a greater chance of success in any given task. The first stage of pre-listening usually involves activating schemata in order to help students to predict the content of the listening passage. The second stage is setting up a reason to listen. Maybe there is an information gap that needs to be filled or an opinion gap or pre-set questions, or perhaps the students have asked questions based on things they would hope to hear.

- b) While-listening

The students hear the input once, probably listening for gist, although of course there may be occasions when they need to listen for specific information or listen in detail. They check their answer in pairs or groups. This is to give them confidence and to open up any areas of doubt. Then, they listen a second time, either in order to check or to answer more details questions. It is important that the students should be required to do different tasks every time they listen.

- c) Post –listening

The whole class check answer, discusses difficult such as unknown vocabulary, and responds to the content of the passage, usually orally, sometimes in writing. This may be done in plenary (with the whole class) or in pairs or groups.

5) Types of classroom listening performance

According to the types of listening performance, Brown (2001:120) states that there are four types of listening performances. Those are identified based on a category within which to consider tasks and procedures. They are intensive, responsive, selective, and extensive. The intensive listening means listeners are listening for perception of the components (word, phonemes, discourse markers, intonation, and so on). When the listener listens to a short stretch of language (a greeting, question, command, comprehension check, and so on), they are performing responsive listening. The responsive listening makes listeners make an equal short response.

On the other hand, the selective listening makes listeners processing stretches of discourse such as short monologue for several minutes in order to scan for certain information. This performance makes listeners are able to comprehend designed information in a context of longer stretches of the spoken language (such as classroom directions from a teacher, TV, or radio new items, or stories). Listeners also listen to develop top-down and global understanding of the spoken language. The extensive performance ranges from listening to lengthy lectures to listening to a conversation.

6) Selecting Listening Tasks

Rost in Nunan and Carter (2001:11) argues that in creating the effective teaching listening, there are some preference that need to be considered by teachers. It involve (1) careful selection of input source (appropriate authentic, interesting, varied, and challenging); (2) creative design tasks (well-structured,

with opportunities for students to activate their own knowledge and experience and to monitor they are doing); and (3) integration of listening with other language purpose.

b. Task

1) Definition of Tasks

Ellis (2003: 16) defines task as a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productivity or receptive, and oral or written skills and also various cognitive processes.

According to Skehan (1998: 9), when doing the tasks, learners are inferred can communicate the target language to achieve the outcome of the activities. He also drawing on a number of other writers puts forward five key characteristics of task:

1. meaning is primary
2. learners are not given other people's meaning to regurgitate
3. there is some sort of relationship to comparable real world activities
4. task completion has some priority

5. the assessment of the task is in term of outcome.

In the other idea, tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of variety of different kinds of tasks in language teaching is said to make language teaching more communicative, since it provides a purposes for classroom activity which goes beyond the practice of language for its own sake (Richards, Platt and Weber 1986: 289).

According to Breen (1987:23), task is therefore assumed to refer to a range of work plans which have the overall purpose of facilitating language learning from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision making.

According to Nunan (2004:4), the emphasis of tasks is to convey meaning rather than to the form. He argues that in classroom situation, learners are considered to comprehend, manipulate, and produce in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning. He also argues that in order to accomplish the meaningful use of target language, tasks also require the teacher to specify what will be regarded a successful completion tasks.

But, what is more helpful here in assessing whether a set of tasks for classroom use adequately meets the requirements in fulfillment of a task-based approach are what Ellis (2003:9-10) has identified as the critical features of a task. There features are (1) a task is a work plan, (2) a task involves primary focus on meaning, (3) a task involves real-world processes of language use, (4) a task can

involve any of the four language skills, (5) a task engages cognitive process and (6) a task has a clearly defined communicative outcome.

2) The Effective tasks

Nunan (2004: 31) offers some criteria for judging the effective and worth tasks. He suggest the effective tasks should: 1) promote attention to meaning, purpose, and negotiation; 2) encourage attention to relevant data; 3) draw objectives from the communicative needs of students, require input from all learners in term of knowledge, skills, and participations; 4) define a problem to be worked through by students, centered on the students but guided by the teacher; 5) provide monitoring and feed-back of the students and the tasks; and 6) ensure cost effectiveness and a high return on investment (the effort to master given aspects of language should be functionally useful, either in communicating beyond the classroom.).

As the ultimate goal of teaching and learning process is that the students are able to communicate in the target language, an effective task should be possible in facilitating a “real world” communication. The Hongkong document as quoted by Cadlin, Bygate, Skehan and Swain (2001;236) gives some characteristics of tasks that considerably potential for a “real world” communication as follows:

- 1) They involve a communicative language use in which the students' attention is focused on meaning rather than on linguistics structures.
- 2) They should be authentic as close as possible to the real world and daily life experience of the students. Authentic materials should be selected. In

addition, the process through which the learners generate oral and written texts and the things that he/she required to do with the data should be learnt.

- 3) They should involve students in various activities in which they are required to negotiate meaning and make choices in what, when, and how to learn.
- 4) They should provide opportunities for students to manipulate and practice specific language features, develop language skills, practice the integrated use of language, acquire language development and strategies, and use language meaningfully and creatively.

3) Task components

Shavelson and Stern (1981) suggest the components of tasks as follows.

1. Contents: the subject matter to be taught.
2. Materials: the things that learners can observe/manipulate.
3. Activities: the things that learners and teachers will be doing during a lesson.
4. Goals: the teachers' general aims for the task (these are much more general and vague than objectives).
5. Students: their abilities, needs and interests are important.
6. Social community: the class as whole and its sense of 'groupness'.

Candlin (1987), suggests that tasks should contain input, roles, setting, action, monitoring, outcomes, and feedback. Input refers to the data presented for learners to work on. Roles specify the relationship between participants in the

task. Setting refers to where the task takes place – either in the class or in an out-of-class arrangement. Actions are the procedures and sub-tasks to be performed by the learners. Monitoring refers to the supervision of the tasks in progress. Outcomes are the goals of the task, and feedback refers to the evaluation of the tasks.

Wright (1987) is also concerned with tasks in language teaching. He argues that, minimally, tasks need to contain only two elements. These are input data, which may be provided by materials, teachers, or learners, and an initiating question, which instructs learners on what to do with the data.

Drawing on the conceptualizations of Candlin, Wright, Shavelson, and Stren; Nunan (2004) proposes that minimum specification of tasks will include goals, input and procedures, and that these will be supported by roles and settings. This simple model is represented diagrammatically below.

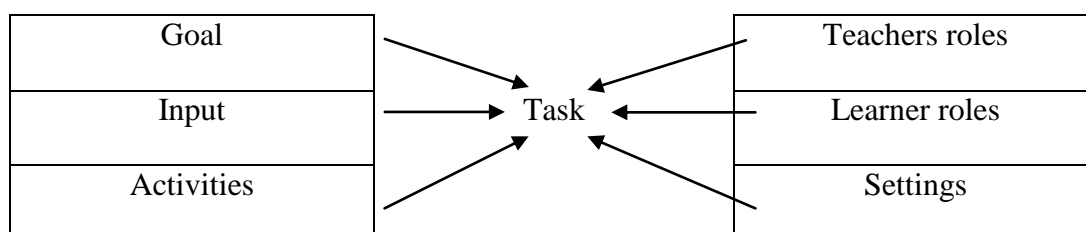


Figure 1: Task Component proposed by Nunan

Each component will be briefly described as follows.

a) Goals

Goals refer to the vague, general intentions behind any learning task (Nunan, 2004: 41). Goals may relate to a range of general outcomes (communicative, affective, or cognitive) or may directly describe teacher or

learner behaviour. They may also refer to the knowledge and skill that the task intends to develop. Goals may not always be explicitly stated, although they can usually be inferred from the task itself.

b) Input

Input refers to the data that form the point of departure for the task (Nunan, 1989: 53). The data that serve the input of a task can be verbal language either spoken (e.g. lectures) or written (e.g. newspaper extracts), or non-verbal such as objects, pictures and real objects, or the combinations of all of those with which the learners work in the course of completing a task (Nunan, 2004). Brinton (2003 in Nunan, 2004) asserts that for language programmes aim at developing academic skills, or those preparing students for further study, authentic content can be taken from subject areas in the school curriculum. This is supported by what Morris and Stewart-Dore (1984 in Nunan 2004) say that each area of specialisation – mathematics, science, geography, and so on – has its own body of literature, which presents the content of that area in a language style of its own. Once we recognise the different bodies of knowledge have their own literature and language style, we can see that the learning implications extend beyond the school scene to the worlds of work and everyday life.

c) Procedures

‘Procedures’ specifies what learners will actually do with the input that forms the point of departure for the learning task. In considering the task framework, tasks could be analysed in terms of the extent to which they require

learners to rehearse, in class, the sorts of communicative behaviours they might be expected to use in genuine communicative interactions outside the classroom. Widdowson (1987) argues that the notion classroom procedures should necessarily mirror communicative performance in the real world. The teacher, however, should pay attention to some factors such as authenticity, accuracy and fluency, and activity or task types which can motivate students to learn at ease. Nunan (1999) proposes five different strategy types in classifying tasks: cognitive, interpersonal, linguistic, affective and creative. Tasks in the cognitive type include classifying, predicting, inducing, taking notes, concept mapping, inferencing, discriminating, and diagramming. Interpersonal strategy type includes co-operating and role playing. Such tasks as conversational patterns, practising, using context, summarising, selective listening, and skimming belong to the linguistic strategy type. Personalising, self-evaluating, and reflecting refer to the affective strategy type, while brainstorming is an example of creative strategy type (Nunan, 2004).

d) Teacher and learner roles

Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants (Nunan, 2004: 64). Richards and Rodgers (1986) point out that a task will reflect assumptions about the contributions that learners can make to the learning process. The roles that learners play in completing a task very much depend on the nature of the task. The roles are generally closely related

to the activity of the task. As a task may have more than one related activity, the roles that the learners play may be varied as well.

The roles of the teacher also very much depend on the nature of the task or activity (Harmer, 1991). Classes should generally not be teacher-dominated. In task completions the teacher's roles should be for example as a language facilitator, organiser, motivator, feedback giver, and sometimes participant. Classrooms are very dynamic places. Although a task completion can in some way be planned, there are occasionally unpredictable occurrences or surprises. For this reason, teachers need to be flexible in their roles. A teacher may add or change roles in task completions according to the dynamics of the class (Harmer, 1991).

e) Settings

Setting refers to the classroom arrangements specified or implied in the tasks, and it also requires consideration of whether the task is to be carried out wholly or partly outside the classroom (Nunan, 2004: 71). It includes the students' configuration when they do the tasks and where the lesson is conducted. The setting of a task is not always explicitly specified by the task. It is sometimes implicit or may require the teacher to decide. Nunan (2004) distinguishes between two different aspects of learning situation. He refers to this as 'mode' and 'environment'. Learning mode refers to whether the learner is operating on an individual or a group basis. Learning environment, on the other hand, refers to where the learning actually takes place from a conventional classroom in a school or language centre to a multi-media language centre. Similarly, Wright (1987) also classifies the classroom arrangements when completing a task. Tasks may be

done individually, in pairs, in small groups, in large groups, or by the whole class. As with the place, a task can be done in the classroom or outside the classroom. The length of task completion may range from several minutes to longer ones.

For a group of pre-intermediate level students, Nunan (2004: 31-35) proposes a six-step procedure as follows:

Step 1: Schema building

The first step is to develop a number of schema-building exercises that will serve to introduce the topic, set the context for the task, and introduce some of the key vocabulary and expression that the students will need in order to complete the task.

Step 2: Controlled practice

The step is to provide students with controlled practice in using the target language vocabulary, structures and functions.

Step 3: Authentic listening practice

The next step involves learners in intensive listening practice.

Step 4: Focus on linguistic elements.

The students now get to take part in a sequence of exercises in which the focus is on or more linguistic elements.

Step 5: Provide freer practice

So far, students have been involved in what I call 'reproductive' language work; in other words, they have been working within the constraints of language modals provided by the teacher and the materials.

Step 6: Introduce the pedagogical task

The final step in the instruction sequence is the introduction of the pedagogical task itself.

A task is a classroom activity or exercise that has an objective for the learners. A good task is the tasks that have a purposes, a various activity, and provide opportunities for students to practice and creatively. The good tasks should contain input, roles, setting, action, teacher role and students' role.

c. Listening Tasks

In implementing the listening tasks in the teaching and learning process, there are some considerations that have to be thought by a teacher. One of them is deciding the listening tasks that are appropriate to the goal of the activities. There are some tasks, especially the activities which are proposed by some experts. Most of them are emphasized to the listening activities.

Harmer (2000:278) states that there are activities within the listening performances. He limits the listening performance into two performances, namely extensive and intensive listening. He states that there are differences of listening tasks between extensive and intensive listening. The first is the extensive listening. The extensive listening can make a dramatic effect on a student's language learning. It will usually take place outside the classroom. The motivational power such as an activity increase dramatically when students make their own choices about what they are going to listen to. Harmer also points out that in order to encourage the extensive listening, teacher can have students perform a number of tasks. They can record their responses to what they have heard in songs, assess the level of difficulty, or summarise the content of a tape or a film.

On the other hand, the intensive listening is used in the classroom. There are two kinds of the activities that use intensive listening, that are using taped material and live listening. The use of taped materials has advantages and disadvantages. The advantages of taped materials, for example, allow students hear a variety of different voices apart from just their own teacher's. In contrast, disadvantages are in a big classroom with poor acoustics, the audibility of taped and disk materials often gives cause for concern.

The live listening is a popular way of ensuring genuine communication is where the teacher or visitors to class talk students. The live listening can take following forms, i.e. reading aloud, storytelling, interviews, and conversation. As with all activities, for listening, the teacher needs to be active in creating students engagement through the way the teacher sets up tasks. In particular, the teacher needs to focus to some rules, that is the teacher is as an organizer, and a prompter. (Harmer, 2002: 231-232).

4. Text-Based Approach

Richards (2006) states that text based instruction is communicative competence that including the mastery of different types of texts. The text is used in specific contexts in specific ways.

a. Contents of a Text-Based Syllabus

According to Richard (2006) in *Communicative Language Teaching Today*, the essence unit of planning in text-based instruction are text types.

However, the syllabus usually consists of texts component as grammar, vocabulary, topic, and function.

b. Implementing a Text-Based Approach

According to Feez and Joyce (1998: 28-31), implementing text-based Approach in class is:

1. Building the context

The activities of this stage are students presenting the context through pictures, realia, audiovisual materials, etc; students improving the social purpose through discussions; comparing differences in the use of the text in two cultures; and comparing the model text.

2. Modeling and Deconstructing the Text

In this stage, students investigate the structural pattern and language features of the model and compare the model with other examples of the same text-type.

3. Joint Construction of the Text

The activities of this stage are teacher questioning, discussing, and editing whole class construction, then scribing into board; skeleton texts; jigsaw; small group construction of the text; and self assessment.

4. Independent Construction of the Text

In this stage, students work independently with the text and learner performances are used for achievement assessment.

5. Linking to related Text

The activities of this stage are comparing the use of the text-type across different fields, researching other text-types used in the same field, and role-playing what happens if the same text-type is used by people with different roles and relationships.

Text based approach is the competence to mastery of the different types of texts. It consist of building the context, modeling and deconstructing the text, Join Construction of the text, Independent Construction of the text, and Linking to related text.

5. Curriculum of Vocational School

Based on *Standar Isi* (2006: 17), vocational education aims to improve intelligence, knowledge, personality, noble character, and skills learners to live independently and take further education in accordance with specific program. To be able to work effectively and efficiently and to develop expertise and skills, they must have a high stamina, skill and master the basics of science and technology, has a high work ethic, and able to communicate in accordance with the demands of his job, and have the ability to develop self. The structure of vocational education curriculum in this regard Vocational School (SMK) and Madrasah Aliyah Vocational (MAK) is directed to achieving that goal. Curriculum SMK / MAK contains a compulsory subject, Vocational subjects, local content, and Personal Development.

Compulsory subjects consisting of Religious Education, Citizenship Education, Language, Mathematics, Science, Social Studies, Art and Culture,

Physical Education and Sports, and Skills / Vocational. This course aims to form a complete Indonesian person working in the human spectrum.

Vocational subjects consisted of several subjects that aim to support the establishment of vocational competence and capacity to adjust in the field of expertise. Local content is a curricular activity to develop competencies tailored to the characteristics, potential areas and prospects for regional development including regional advantage, in that the material can not be grouped into existing subjects. The substance of the local content is determined by the educational unit in accordance with an organized program expertise.

Self-development is not a subject that must be nurtured by teachers. Self-development aims to provide opportunities for learners to develop and express themselves in accordance with the needs, talents, and interests of each learner in accordance with each school. Facilitated self-development activities and / or guided by a counselor, teacher, or staff that can be done in the form of extracurricular activities.

Self-development activities conducted through counseling service activities related to personal problems and social life, learning, and the establishment of career learners. Personal development for students of SMK / MAK primarily intended to develop creativity and career guidance.

Curriculum structure SMK / MAK include the substance of learning to be taken within one level of education for three years or can be extended to four years to start classes up to class X or class XII XIII. Curriculum structure SMK / MAK prepared based on competency standards and competency standards subjects.

a. Characteristics of the Vocational School Curriculum

Based on *Standar Isi* (2006: 17), the characteristics of curriculum structure above are described as follows.

1. In the preparation of the curriculum of SMK / MAK subjects were divided into three groups, namely the normative, adaptive, and productive. Normative group subjects were allocated permanently, including Religious Education, Citizenship Education, Indonesia language, Physical Education and Health Sport and Cultural Art. Adaptive group consisted of subjects English, Mathematics, Science, Social Science, Computer Skills and Information Management, and Entrepreneurship. The group consists of a number of subjects which are grouped in the Basic Competency Vocational and Vocational Competence. The group was adaptive and productive time allocation of subjects tailored to the needs of program expertise, and can be organized in blocks of time or other alternatives.
2. Basic learning materials and Competence Vocational skills courses tailored to meet the competency standards of work in the world of work.
3. Evaluation of learning is done every final settlement of a single standard of competence or some basic competency completion of each subject.
4. Education SMK / MAK held in the form of dual system of education.
5. The allocation of one hour lesson is 45 minutes face to face.
6. Expenses learn SMK / MAK include face to face learning activities, practices at school and work activities practice in the business / industry is equivalent to 36 hours of instruction per week.

7. Sunday effective implementation of vocational education / MAK is 38 weeks in one school year.
8. Old implementation of vocational education / MAK three years, maximum four years in accordance with the demands of program expertise.

b. The Listening Skill for the SMK Students

Lessons in vocational school are different with lessons in high school or MA because in this school students prepared to become experts in their fields. Therefore, the materials in this school are more focused on the world of work. So, the English materials are needed in their work world.

English can be divided into four skills of reading, writing, speaking and listening. Like any other skill, the listening material in vocational school is different from the Senior High School. Listening materials in vocational usually includes greeting, introducing, thanking, apologizing, listening information, etc.

6. Industrial Electronics Engineering students of SMK N 2 Pengasih

a. The characteristics of the SMK students

Vocational school is a school which has an aim to distribute their students in work world. So, after graduate from vocational school, students can find the job directly and the job should be appropriate with their department when in the school.

There are many departments in a vocational school, such as Information Engineering, Electronics Engineering, Machine Engineering, Automotive Engineering, etc. The students can choose the department which appropriate with their ability.

b. The English Situation in the Industrial Electronics Engineering of SMK

N2 Pengasih

Industrial Electronics Engineering is one of the departments in SMK N2 Pengasih. This department is a favourite department in this school. This department demands high competency in English. The students of this department have high motivation to study English. They always do good exercises.

Students of this department have a good ability in English. They always give a positive respon if the teacher explain the materials. As the students, they still do mistake in grammar if they speaking in English or do exercises.

Most students of this school come from lower middle class, so many students who do not have the supporting books. This makes the student is still lacking in terms of structure and sentence patterns in English.

c. Listening skills in Industrial Electronics Engineering students

Industrial Electronics Engineering students are students who are quick to accept the lessons of the teachers. This department is a good department in this school. In English language lessons, they always participate actively in teaching and learning. In this case, they still lack the ability to listen because lack of materials.

The listening ability of the students is good but it is inhibition by less complete material so that their listening ability was not optimal. Therefore, the development of listening material is needed by them.

B. Review of Related Studies

This research is to designing a finishing product, so it study classified as Research and development. Most of the researchers were designing English learning materials for different level such as elementary students, junior high school students and high school students. There is a research of materials development for vocational school students especially for designing English learning materials.

Wida Astuti (2009) conducted research on Developing Listening Tasks for the Eleventh Grade Students of SMA 7 Yogyakarta Based on the School-Based Curriculum in the Academic Year of 2008/2009. Similar with the researcher, Wida makes a listening task. However, there were also some differences with the researcher. The researcher that implemented to vocational school, Wida implemented her tasks to Senior High School.

C. Conceptual Framework

Based on regulation of the minister of national education number 22/2006/23, Vocational education aims to improve intelligence, knowledge, personality, noble character, and skills learners to live independently and take further education in accordance with specific program.

Students from vocational school are prepared to become experts in their respective fields. They will not only be in place in the country but also abroad. This is experienced by SMK N 2 Pengasih. Graduates of this school are many who were sent abroad. Therefore, the English language in

this school is very important to learn it. They should be able to communicate fluently in English.

English subjects were divided into four English language skill is writing, reading, speaking and listening. All of these capabilities, they should know well. But at this school, especially electronic Industrial engineering is still lack in terms of listening ability because the listening task is not sufficient for the students. Tasks that must be learned in the vocational school is to understand the information correctly, understand different greeting, thanking, apologizing expression, responded with a good dialogue, understand the types of text type by listening to a variety of text types, and much more. In this case, the language laboratory is required as a medium to achieve this. In addition, a support task is very needed by the students. It should be appropriate with vocational students need. Therefore, designing the task is needed in this regard.

Nunan (2004: 31) offers some criteria for judging the effective and worth tasks. He suggest the effective tasks should: 1) promote attention to meaning, purpose, and negotiation; 2) encourage attention to relevant data; 3) draw objectives from the communicative needs of students, require input from all learners in term of knowledge, skills, and participations; 4) define a problem to be worked through by students, centered on the students but guided by the teacher; 5) provide monitoring and feed-back of the students and the tasks; and 6) ensure cost effectiveness and a high return on investment (the effort to master given aspects of language should be functionally useful, either in communicating beyond the classroom.).

Related to the teaching and learning process in the SMK N2 Pengasih, the tasks designer should consider the students' characteristics and their need of English in their fields of work in the future and according to the theories that have been previously describe. The knowledge of students' characteristics will give information about their attitude toward English, and their English proficiency levels. Those are very important in order not to develop in appropriate taks for the students.

Based on observations, students of Industrial Electronics Engineering department in SMK N2 Pengasih needs listening tasks that appropriate with the vocational curriculum, an attractive topic that related to their daily activities, there is a summary before working tasks, and interesting pictures that relate to their department and topics covered. Students will feel more interested if the topics and activities of the tasks related to their everyday environment. This will increase students' enthusiasm to learn. Task that is equipped with images will increase their motivation to do the task that is provided.

CHAPTER III

RESEARCH METHOD

a. Type of Study

Based on the purpose of this study, that is to design a finished product that can be used effectively in an educational program. This study is classified as Research and Development (R & D) category (Borg, 1981: 772). The finished educational product will be used in Industrial Electronics Engineering class at SMKN 2 Pengasih.

According to Borg (1981:772), Research and Development (R & D) is a process used to develop and validate educational products. Furthermore, Gay (1987: 8) states that the major purpose of R & D is not to formulate or test theory but to develop effective product for used in educational programs. Products produced by R & D efforts include teachers' training materials, learning materials, sets of behavioral objectives, media, materials, management system, and soon.

b. Setting

The research was conducted from January 2013 up to March, 2013 in the first grade of *Teknik Elektro Industri* Department at SMKN 2 Pengasih, Kulon Progo. SMKN 2 Pengasih is located on KRT.Kerto Diningrat Street, Pengasih, Kulon Progo.

c. Population and Sample

The population in this research is students of first grade of Industrial Electricics Engineering in SMK N2 Pengasih. The sample in this research is one class that consist of 31 students. They are needed to obtain the data in the needs analysis. Besides that, they are also needed to obtain the data for revising designed tasks.

d. Research Instruments

There were three methods of collecting the data for the purpose of this research study namely observations, questionnaires, and interviews. Instruments used to collect the data were questionnaires and interview guideline. The observational technique employed was note-taking to record the process of the implementations. Data from the observation would be in the form of field notes.

The aim of questionnaire is to find out the learners' needs of tasks which will be designed. The result of data from the questionnaire will be distributed then will be used in the next stage of the research. Besides that, the researcher use interview with the English teacher to know the Industrial Electrics Engineering students ability.

Two different questionnaires were distributed in different times. The first was distributed in the needs analysis process, before the materials were designed. By the end of the implementation of each unit, another different questionnaire was distributed to obtain data of the effectiveness of all tasks in the unit design. Interview guidelines were also used to obtain data about the effectiveness of all tasks in the unit design. In addition, an observation plan was utilized as a guideline for the researcher to do the observation during the implementation of each task.

The first questionnaire was distributed to obtain data regarding the learners' and learning needs in the needs analysis stage. Table 1 presents the organisation of the first questionnaire.

The organization of the first questionnaire is taken from "A Target Situation Analysis Framework and Analyzing Learners Needs" proposed by Hutchinson and

Waters and “Task-Based Language Teaching” proposed by Nunan. The organization and the content coverage of the first questionnaire are presented as follows:

Table 1: The organization of the first questionnaire (needs analysis)

No.	Criteria of the questions	The purpose of the questions	Item number
1.		To find the information about the students' profile	1, 2, 3, 4
2.		To find out some information about the language needed	5
3.		To find out some information about channel of the language be used	6
4.	Goal	To find some information the students' goal of learning listening	7
5.	Input	To find the information about kinds of input that students want/ need	8-12
6.	difficulties	To find the information about kinds of input difficulties	13
7.	Topic	To find the information about students' preference of the materials topic	14-15
8.	Procedures	To find the information about students' preference of learning activities	16
9.	Teacher role	To find the information about teachers role in teaching and learning process	17-18
10.	Learner role	To find the information about learner role in teaching and learning process	19-20
11.	Setting	To find the setting of the materials	21
12.	Evaluation	To find students' preference in doing the evaluation	22

Then, another questionnaire was distributed after the implementation. It obtained data and information about the learners' agreement of the tasks sequence and the effectiveness of the product being designed. It can be seen in table 2.

Table 2: The organization of the second questionnaire (for students' agreement of evaluation materials - the questionnaire for the implementations)

No.	The purpose of the questions	Item number
1.	To find out some information about the language needed	1
2.	To find out some information about channel Of the language be used	2
3.	To find some information the students' goal of learning listening	3
4.	To find the information about kinds of input that students want/ need	4-8
5.	To find the information about kinds of input difficulties	9
6.	To find the information about students' preference of the materials topic	10-11
7	To find the information about students' preference of learning activities	12
8	To find the information about teachers role in teaching and learning process	13-14
9	To find the information about learner role in teaching and learning process	14-15
10	To find the setting of the materials	16
11	To find students' preference in doing the evaluation	17

Besides distributing questionnaires and doing observations, the researcher also conducted interviews with some students by the end of the implementation of each unit.

e. Data Analysis Techniques

There were two kinds of data obtained namely qualitative and quantitative data. The qualitative data was obtained from the interviews and observation-based field notes. The interviews were recorded and then transcribed. As the result, there

were feedback, opinion, and/or suggestions from the students in the interviews used to improve the English tasks.

Furthermore, there were also quantitative data obtained from the second questionnaire. Descriptive statistics was used to analyze these data. A scale was used to find the agreement towards the effectiveness of the design materials. It was analyzed by using *Likert Scale*, each indication of the responses to the statement is measured by score. There were 5 points for *Strongly Agree*, 4 points for *Agree*, 3 points for *Undecided*, 2 points for *Disagree*, and 1 point for *Strongly Disagree*. Then to analyze the data, the researcher used *Central Tendency Measures*. Selinger and Shohamy, (1989: 211) state that *Central Tendency Measures* provides information about the average and the typical behavior of the subjects in respect of a specific phenomenon. The *Central Tendency Measures* used in the research was only *Mean*. The value of each mean in each component of a task indicated the effectiveness of the tasks in the designed materials.

The central tendency measure which was used in the study was the mean. It was calculated by following the formula as proposed by Suharto (2006: 51) below:

$$Mn : \frac{\sum fx}{N}$$

This statistics data of the second questionnaire was based on *Quantitative Data Conversion* proposed by Sudijono, 2003: 335. It can be looked up in the following table whether the result of the mean value was effective or less effective.

Table 3: Quantitative Data Conversion

Scales	Categories	Interval of Mean Value	
		Formula	Computation
5	Very Good	$X > X_i + (1.8 \times S_i)$	$X > 4.2$
4	Good	$X_i + (0.6 \times S_i) < X \leq X_i + (1.8 \times S_i)$	$3.4 < X \leq 4.2$
3	Fair	$X_i - (0.6 \times S_i) < X \leq X_i + (0.6 \times S_i)$	$2.6 < X \leq 3.4$
2	Poor	$X_i - (0.6 \times S_i) < X \leq X_i - (0.6 \times S_i)$	$1.8 < X \leq 2.6$
1	Very Poor	$X > X_i - (1.8 \times S_i)$	$X \leq 1.8$

f. Data Collection Techniques

The data of this research were collected at two separate times. Firstly, the researcher collected the data about the needs of the first grade students of SMK N2 Pengasih in learning English by distributing the first type of questionnaire. The data were collected to formulate English listening tasks were appropriate for the students.

Secondly, the researcher collected the data about the feedback concerning the try-out activity that was conducted to develop the listening tasks. The data were obtained from the feedback of the try-out of the developed listening tasks from the result of the second questionnaire as well as the result of interviews with English teachers and students.

g. Research Procedure

The procedures of this study were based on the steps proposed by Hutchinson and Water (1987). They are conducting needs analysis, writing the course grid, developing tasks, trying out, evaluating tasks, revising, and writing the final draft or tasks. Each of the steps is described below:

1. Conducting a Need Analysis

Information needed for this study was collected through a needs analysis. It was aimed at obtaining information regarding the target needs, learner needs, and learning needs.

2. Writing the Course Grid

In the planning stage, the researcher used the results of the first stage to write the course grid. The subject matters, language functions, and language knowledge and skills that should be taught were stated in the course grid. After that, a unit design was made as a basis for writing the training materials. It includes all the components that should be taught, and then the components were graded and sequenced based on the theories of tasks grading and sequencing (Nunan, 2004).

3. Developing the Tasks

In this step, the tasks were developed based on the course grid that has been written in the previous steps. It should be noted, however, that this research study was a collaborative study, being a part of a larger study involving two other researchers (focusing on different research problems).

4. Try Out

In this step, the tasks were tried out to the learners. The purpose of this steps was to obtained information whether the learners can engage with the designed tasks or not. This step was followed by evaluation of the designed tasks.

5. Evaluating the Design Tasks

The purpose of this step was to obtain feedback. The feedback was used for revising the tasks. The feedback was obtained from the English teachers and students of SMK N2 Pengasih.

6. Revising the Design Materials

In this steps, the designed tasks were revised as suggest by the feedback. The revision was done based on the feedback. The feedback was obtained by distributing questionnaires to the English teachers and students of Industrial Electrics Engineering.

7. Writing the Final Draft of the Materials

This step was done after revising the designed tasks. The final result was Listening and Speaking Tasks for laboratory of the first grade of Industrial Electrics Engineering in SMK N2 Pengasih.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents the findings of the research which was conducted from January 2013 up to Maret 2013. Following the research procedures, the findings cover the needs analysis, the writing of the course grid, the process of designing the tasks, the process of writing the tasks, the implementations of the designed tasks through the implementations of the tasks, the evaluation of the unit designs, and the revision of each unit. Those will be described, analyzed, and discussed as follows.

1. The Result of the Needs Analysis

a. Description of the Students' Profile

SMK N 2 Pengasih has several study programs, one of them is *Elektronik Industri (ELIN)*. The researcher took the first grade of ELIN program because this study program deals with materials in English.

Table. 4: Data of respondents in ELIN

Students	Sex		Age
	Male	Female	
31 students	18	13	15 - 17

b. Description of the Students' Needs

The six components of designing a task namely goal, input, activity, learner role, teacher role, and setting are required to determine the students' needs. The students were given the first questionnaire in needs analysis. The collected data were obtained to design the course grid, and then would be developed in designed tasks. The following is the result of the first questionnaire (a questionnaire of needs analysis).

Table 5: The Result of the First Questionnaire of Needs Analysis (Students' Needs) N = 31

1.	Bahasa Inggris digunakan adik-adik untuk . . .		
	a. belajar di sekolah	22	70,96%
	b. bekerja	-	-
	c. training	9	29,04%
	d. lainnya (tuliskan)	-	-
2.	Bahasa Inggris akan sering digunakan oleh adik-adik dalam situasi . . .		
	a. face to face	2	6,45%
	b. telephone	2	6,45%
	c. formal	18	58,06%
	d. informal	6	19,35%
	e. lain-lain (tuliskan)	3	9,67%
3.	Tujuan apa yang ingin adik capai saat belajar bahasa inggris khususnya listening?		
	a.Mendengarkan secara efektif dalam berbagai situasi untuk berbagai tujuan	21	67,74%
	b.Menjadi pendengar yang aktif dan menjawab pertanyaan	4	12,90%
	c. Dapat menyimpulkan teks yang diperdengarkan dalam audio	4	12,90%

	d. lainnya (tuliskan) . . .	1	3,22%
	alpha	1	3,22%
4.	Jenis text yang biasanya adik-adik pelajari yaitu . . .		
	a. Teks akademik	16	51,61%
	b. Percakapan tidak resmi	8	25,81%
	c. Percakapan resmi	2	6,45%
	d. Petunjuk tehnik	4	12,90%
	e. lainnya (tuliskan) . . .	1	3,22%
5.	Jenis text yang adik-adik sukai yaitu . . .		
	a. Teks akademik	10	32,26%
	b. Percakapan tidak resmi	16	51,61%
	c. Percakapan resmi	-	-
	d. Petunjuk tehnik	3	9,68%
	e. lainnya (tuliskan) . . .	2	6.45%
6.	1. Hal-hal yang adik-adik sukai saat belajar listening . . .		
	a. Mendengarkan dan mengisi soal-soal rumpang	2	6,45%
	b. Mendengarkan dan menjawab pertanyaan	12	38,71%
	c. Mencocokkan antara situasi yang adik dengar dengan gambar	17	54,84%
	d. Mengisi table	-	-
	e. Lainnya	-	-
7.	Materi listening/mendengarkan Bahasa Inggris yang adik-adik butuhkan adalah materi yang		
	a. monolog	6	19,35%
	b. dialog	15	48,39%
	c. table	-	-
	d. mencocokkan gambar dan situasi	-	-
	e. Lainnya	9	29,03%

	Alpha	1	3,22%
8.	Materi yang adik-adik sukai adalah		
	a. Dialog	12	38,71%
	b. Instruksi/manual	5	16,13%
	c. Pengumuman	5	16,13%
	d. Iklan	7	22,58%
	e. tabel	1	3,22%
	f. Lain-lain (tuliskan) . . .	1	3,22%
9.	Saat pembelajaran bahasa inggris khususnya mendengarkan, kesulitan apa yang anda temukan?		
	a. Kosakata yang tidak jelas pengucapannya	10	32,26%
	b. Audionya terlalu cepat	5	16,13%
	c. Banyak kosakata sulit	18	58,06%
	d. Waktu audio terlalu lama	-	-
	e. Lain-lain (tuliskan) . . .	1	3,22%
10.	Topik-topik yang anda sukai dalam pembelajaran bahasa Inggris khususnya listening adalah		
	a) Topik yang berhubungan dengan kehidupan sehari-hari	16	51,61%
	b) Topik yang berhubungan dengan dunia remaja	3	9,68%
	c) Topik yang berhubungan dengan kehidupan sosial	5	16,13%
	d) Topik yang berhubungan dengan dunia pendidikan	2	6,45%
	e) Topik yang berhubungan dengan Elektro	7	22,58%
	f) Lain-lain (tuliskan) . . .	-	-
11.	Berapa lama durasi input materi mendengarkan Bahasa Inggris (<i>Listening Skill</i>) yang adik-adik inginkan?		
	a. < 2 menit	4	12,90%
	b. 2-3 menit	4	12,90%

	c. 3-4 menit	9	29,03%
	d. > 4 menit	11	35,48%
	e. Lainnya	3	9,68%
12.	Apa aktivitas yang adik-adik inginkan agar dapat membantu adik-adik dalam belajar mendengarkan (<i>Listening</i>)?		
	a. Mendengarkan dialog dan melengkapinya	7	25,58%
	b. Mendengarkan dialog dan menjawab pertanyaan	5	16,13%
	c. Mendengarkan pernyataan lisan dan menentukan yang pilihan tepat sesuai gambar	9	29,03%
	d. Merespon ungkapan yang tepat dari pernyataan lisan	3	9,68%
	e. Menentukan informasi dari <i>short talk</i> (iklan radio monolog, kotak suara telepon, pengumuman singkat secara lisan, dll)	4	12,90%
	f. Mendengarkan teks lisan dan mencatat informasi rincinya (<i>note-taking</i>)	8	25,81%
	g. Mendengarkan teks monolog/ dialog kemudian memilih pernyataan yang salah/ benar sesuai dg teks	9	29,03%
	h. Mendengarkan dan mengambil intisari dari sebuah teks monolog/ dialog	6	19,35%
	i. Mendengarkan teks pendek dan melengkapi informasi kedalam tabel atau diagram	3	9,68%
	j. Lainnya	1	3,22%
13.	Adik-adik menginginkan guru yang mengajar di kelas berperan sebagai apa di dalam Kegiatan Belajar Mengajar (KBM) Bahasa Inggris?		
	a. Instruktur	1	3,22%
	b. <i>Observer</i>	-	-
	c. <i>Observer</i> dan Partisipan	3	9,68%
	d. Berperan sebagai fasilitator	4	12,90%
	e. Memberikan motivasi	7	22,58%
	f. Mengajar dengan komunikatif	9	29,03%
	g. Menjelaskan tugas pembelajaran yang harus dilakukan	9	29,03%
	h. Memonitor perkembangan penguasaan Bahasa Inggris Saya	3	9,68%

	i. Memberi ruang terbuka untuk sharing dan tanya jawab	4	12,90%
	j. Memberi feedback	-	-
	k. Lainnya	-	-
14.	Pada saat proses KBM berlangsung, adik-adik lebih suka jika guru		
	a. Menjelaskan materi secara detail	5	16,13%
	b. Menjelaskan dengan memberikan contoh	19	61,30%
	c. Menjelaskan dengan melibatkan siswa	6	19,35%
	d. Lainnya	2	6,45%
15.	Apa perananan yang adik-adik inginkan di dalam KBM Bahasa Inggris di kelas?		
	a. Partisipan yang pasif (berarti siswa kurang memberi respon kepada penjelasan guru)	-	-
	b. Partisipan yang responsif (berarti siswa mampu bernegosiasi baik dengan teman ataupun guru mengenai topik yang sedang dipelajari)	14	45,16%
	c. Pendengar tetapi juga sebagai <i>Performer</i> dalam kelas (berarti siswa sedikit banyak berperan dalam isi pembelajaran di kelas)	1	3,22%
	d. Partisipan yang terlibat langsung dalam aktivitas sosial di dalam kelas	-	-
	e. Partisipan yang bertanggung jawab atas apa yang mereka pelajari di dalam maupun di luar kelas	1	3,22%
	f. Mendengar penjelasan guru	12	38,71%
	g. Melaksanakan instruksi dari guru	1	3,22%
	h. Berpartisipasi aktif secara komunikatif di kelas	7	22,58%
	i. Melakukan analisa secara sistematis terhadap materi pelajaran Bahasa Inggris	4	12,90%
	j. Memberi saran, kritik, dan masukan terhadap cara mengajar guru	-	-
	k. Mengorganisasikan informasi untuk menyelesaikan masalah yang harus dipecahkan dalam materi	4	12,90%
	l. Memanfaatkan setiap kesempatan untuk berinteraksi dengan baik di kelas	2	6,45%
	m. Kooperatif ketika guru melakukan penilaian	-	-

	n. Lainnya	-	-
16.	Saya membutuhkan setting kegiatan pembelajaran yang....		
	a. Aktif	3	9,68%
	b. Interaktif	3	9,68%
	c. Penuh kerjasama	11	35,48%
	d. Penuh dengan fasilitas yang mengasyikkan dan berbasis teknologi canggih	10	32,26%
	e. Individu	1	3,22%
	f. Berpasangan	-	-
	g. Berkelompok	5	16,13%
	h. Lainnya (tuliskan) . . .	-	-
	Alpha	1	3,22%
17.	Berapa banyak jumlah tugas (<i>tasks</i>) yang efektif menurut adik-adik dalam satu unit materi?		
	a. 3-5 tugas	23	74,19%
	b. 5-8 tugas	3	9,68%
	c. lebih dari 8 tugas	-	-
	d. lainnya (tuliskan)	5	16,13%
18.	Pada saat akhir evaluasi tiap unit, adik-adik lebih suka mengerjakan soal berbentuk ...		
	a. Soal pilihan ganda	23	74,20%
	b. Soal <i>true/false</i>	7	22,58%
	c. Question and respons	-	-
	d. matching	4	12,90%
	e. Lainnya (tuliskan) . . .	-	-

The descriptions of the results table of needs analysis can be looked up in the following descriptions.

The first component, goal, consists of the reason of students to learn English through the English tasks that will be designed by the researcher. According to the result of the first questionnaire (students' needs) that was given to the first grade students of *Elektronik Industri* (ELIN), they expected the designed tasks to help them communicate in a workplace. The designed tasks are expected to be contextual with their background study, *Elektronik Industri*. Those are also expected to support them in providing the materials that can improve their knowledge.

The second component is input. Input is students' wants to have a set of materials that provides several inputs. Then, those will be in the designed materials. They want match *pictures and situation*, *dialogs*, and *informal conversations* mostly to be the input in the materials. Students are also asked about the length of listening inputs. The result shows that they chose *>4 minutes for the length of listening*. In the last question for input, they were asked about the topic of the inputs and they preferred topics on *daily life*.

The next questions are about activities that students want to do in the designed materials. They mostly chose *listening to the dialog/ monolog and complete the blanks*, *listening to situation and match the picture*, and *note taking*.

The next component is *teacher* role. In teaching English through a set of English learning materials, students deserve to choose what are the teacher role and their own role as well. From the result of the first data collection about students' needs, teachers should be *teaching communicatively*, *giving spare time for sharing the related topic*, and *give the explanation and example of the materials*.

Students are also asked about the setting of teaching and learning process in this first questionnaire. Most of them want the setting of the class to become *cooperative, complete fasilitation, and make a group whole class*. For the last two questions, they are asked about the evaluation. Many of them agree to have optional exercises in every unit in the designed materials.

2. The Course Grid

In Indonesia, there is a curriculum within the syllabus. The guideline of English subject at SMK has already been in the curriculum. It is called Standard of Competence and Basic Competence (SK/KD). In SMK, each level has different Standard of Competence. At novice level, the Standard of Competence is 'Ability to communicate in English equal to Novice Level. The researcher focused on the first semester of the novice level. There are four basic competences – *1.1 Understanding basic expressions in social interaction for the purposes of life; 1.2 Mentioning time, day, month and year; 1.3 Describing objects, people, characteristics and 1.4 produce a simple utterance enough to basic functions*. Therefore, the researcher decided to make those basic competencies into four units. As the students choose in previous step – needs analysis, the topic of this designed materials are mostly about electronic engineering and the envirointment. The course grid of the first semester at novice level of Vocational School (SMK) will be seen in appendix.

The first KD is *1.1 Understanding basic expressions in social interaction for the purposes of life*. It becomes the first unit. It is intended for students to be able to identify, respond to, and distinguishing the kind of greeting, leave taking, introduction, variety of thanks, apology and sympathy expression. There are several activities in this first unit. The first unit divided into 8 tasks.

The second KD is for the unit two, *1.2 Mentioning time, day, month and year*. This unit has 9 tasks. It is intended for students to be able to understand and differentiate of time and number.

The third KD is for the unit three, *1.3 Describing objects, people, characteristics*. It consists of 9 tasks. It is intended for students to able to describe the object based on shape, color, size, and origin and describe the person from the profession, nationality, physical characteristics and activity.

The last KD is *1.4 produce a simple utterance enough to basic functions*. In this last unit, there are 9 tasks. It is intended for students able to understand, differentiate, and respond to the expression of commanding, requesting, giving permissions, offering things, and service.

3. The Designed Materials

In designing the English learning materials for first grade students of *Electro Industri (ELIN)*, the researcher refers to *Task-Based Language Teaching* by David Nunan (2004). According to the result of needs analysis that has been described previously, the designed materials consist of four units. Each unit consists of 8-9 tasks. The description of each unit will be explained broader as follows.

a. Unit 1

The title of unit one is '*My name is Nick*' it represents one of the expressions that will be learnt in this unit, i.e. *greeting and leave-taking*,

introduction, thanking and apolyzing expression.. The topic of this unit is daily life. The following is the descriptions of the tasks.

Table 6: The result of Unit 1

Task number	Goals	Activities
Task 1	to introduce the students towards experessions that will be discussed.	Look the expressions and write the responses corectly.
Task 2	To find out that the students can differentiate responses of the expressions.	Match the expressions with the response.
Task 3	To indentify expressions based on the certain situation.	Look the picture and choose the statements from audio that most closely matches the picture.
Task 4	To identify the students' ability within receive the expressions.	Listen to the audio and choose the answer to the questions.
Task 5	To indentify the students' comprehension of the expressions in conversation.	Listen to the conversation and the answer to the questions.
Task 6	To improve the students' ability within receive the expressions.	Listen to the audio and choose the answer to the questions.
Task 7	To improve the students' comprehension of the expressions in conversation.	Listen to the conversation and the answer to the questions.
Task 8	To identify the students' comprehension of the conversations.	Listen to the conversation and write T/F for the statements.

This unit consists of eight tasks and three sections; *lead-in lets study and evaluation*. The first and second task is LEAD-IN form of this unit. The next part is LET'S STUDY. This part enables students to improve their ability towards expressions and the responses. The last section of unit one is evaluation.

b. Unit 2

The next unit covers the KD no. 1.2. *Mentioning time, day, month and year*. The title of this unit is 'What time is it?', The theme is daily life as the result of needs analysis the students wanted. In unit 2, they will mostly study about time, date, and number. There are 9 tasks in this unit. The descriptions of each task are as follows:

Table 7: The Result of unit 2

Tasks number	Goals	Activities
Task 1	To introduce the students towards time that will be discussed.	Match each time with a picture
Task 2	To introduce the students towards date that will be discussed.	Match the dates on left with the dates on right
Task 3	To identify the students ability towards kinds of number.	Listen to the audio and give a tick
Task 4	To improve the students ability towards number	Listen to the conversation and choose the best answer to each question.
Task 5	To improve the students comprehension of the statements.	Listen to the audio and give tick in column T/F
Task 6	To improve the students ability towards time	Listen to the audio and draw the time in the pictures.
Task 7	To identify number and time based on the picture	Look the picture and choose the statements from audio that most closely matches the picture.
Task 8	To improve the students comprehension in short conversation	Listen to short conversation and answer to each questions.
Task 9	To improve the students comprehension in short talk	Listen to short talk and answer to each questions

This unit consists of nine tasks. This unit consists of three sections; *lead-in lets study and evaluation*. The first and second task is lead-in form of this unit. The next part is let's study. This part enables students to improve their ability towards number and time. The last section of unit one is evaluation.

c. Unit 3

The next unit covers the KD no. *1.3 Describing objects, people, characteristics..*

The title of this unit is '*What is it?*', The theme is Industrial Electronics the result of needs analysis the students wanted the themes of the whole materials are based on their background study. In unit 3, they will mostly study about shape, color, size, psycal characteristics, and activity. There are 9 tasks in this unit. The descriptions of each task are as follows:

Table 8: The Result of unit 3

Tasks number	Goals	Activities
Task 1	To introduce the students towards object that will be discussed.	Match each object with a picture
Task 2	To introduce the students towards shape and color that will be discussed.	Give number to the picture.
Task 3	To identify the students ability towards vocabulary and pronunciation.	Listen to the audio and give a tick
Task 4	To improve the students ability towards characteristics	Listen to the description of people and give a tick to the picture.
Task 5	To improve the students comprehension towards objects	Listen to the audio and match the column A to the column B
Task 6	To improve the students ability towards kind of jobs	Listen to the audio and guess the professions,
Task 7	To indentify object and activity based on the picture	Look the picture and choose the statements from audio that most closely matches the picture.
Task 8	To improve the students comprehension in short conversation	Listen to short conversation and answer to each questions.
Task 9	To improve the students comprehension in short talk	Listen to short talk and answer to each questions

This unit consists of nine tasks. This unit consists of three sections; lead-in lets study and evaluation. The first and second task is lead-in form of this unit. The next part is let's study. This part enables students to improve their ability towards shape, characteristics, object, activities and jobs. The last section of unit one is evaluation.

c. Unit 4

The last unit covers the KD no. 1.4 *produce a simple utterance enough to basic functions*. The title of this unit is 'Excuse me', In unit 4, they will mostly study about the expressions of commanding, requesting, giving permissions, offering things, abd services. There are 9 tasks in this unit. The descriptions of each task are as follows:

Table 9: The Result of unit 4

Tasks number	Goals	Activities
Task 1	To introduce the students towards expressions that will be discussed.	Read the expressions and give a tick the correct answer.
Task 2	To improve the students ability to differentiate kinds of expressiions	Listen to the audio then give a tick.
Task 3	To indentify the picture	Look the picture and choose the statements from audio that most closely matches the picture.
Task 4	To improve the students ability towards kinds of expressions	Listen to the conversations and choose best answer.
Task 5	To improve students ability towards vocabulary and pronunciation.	Listen to the audio and complete the missing information
Task 6	To improve the students comprehension towards conversations	Listen to the audio and write customers' orders.
Task 7	To improve the students comprehension in short conversation	Listen to short conversation and answer to each questions.

Task 8	To improve the students comprehension in short talk	Listen to short talk and answer to each questions
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This unit consists of eight tasks. This unit consists of three sections; lead-in lets study and evaluation. The first and second task is lead-in form of this unit. The next part is let's study. This part enables students to improve their ability towards kinds of expressions. The last section of unit one is evaluation.

4. The Expert Judgments

The four units had been designed. The tasks then became the first draft that can be seen in Appendices. Before they were tried-out to grade X students of Industrial Electronics Engineering Department of SMK N2 Pengasih, they had to get the agreement and suggestion from the supervisor. Based on the supervisors' suggestions, the parts of the unit that needed to be revised are distribute below:

a. Unit 1

The parts of Unit 1 that should be revised based on the supervisors' suggestions are presented in the table below:

Table 10: The result of expert judgment of unit 1

Parts of Unit	Suggestions	Revisions
Whole of Unit 1	Title have to change	Hello became Hi, My name is Nick
Task 1 dan Task 2	Built the knowledge	The task didn't use audio
Task 3	-	-
Task 4	-	-
Task 5	-	-
Task 6	-	-
Task 7	-	-
Task 8	-	-

a. Unit 2

The parts of Unit 2 that should be revised based on the supervisors' suggestions are presented in the table below:

Table 11: The result of expert judgment of unit 2

Parts of Unit	Suggestions	Revisions
Task 1	-	-
Task 2	-	-
Task 3	Form of activity	Make a small box in bellow the number
Task 4	-	-
Task 5	-	-
Task 6	-	-
Task 7	-	-
Task 8	-	-
Task 9	-	-

a. Unit 3

The parts of Unit 3 that should be revised based on the supervisors' suggestions are presented in the table below:

Table 12: The result of expert judgment of unit 3

Parts of Unit	Suggestions	Revisions
Task 1	-	-
Task 2	-	-
Task 3	-	-
Task 4	-	-
Task 5	-	-
Task 6	-	-
Task 7	-	-
Task 8	-	-
Task 9	-	-

a. Unit 4

The parts of Unit 4 that should be revised based on the supervisors' suggestions are presented in the table below:

Table 13: The result of expert judgment of unit 4

Parts of Unit	Suggestions	Revisions
Task 1	-	-
Task 2	-	-
Task 3	-	-
Task 4	-	-
Task 5	-	-
Task 6	-	-
Task 7	-	-
Task 8	-	-
Task 9	-	-

5. The Implementation, Evaluation, and Revision of the Tasks of Unit 1

After getting the expert judgment, the tasks were revised in some part based on the supervisors' suggestions. They became the draft that can be seen in Appendices.

a. The Implementation

The implementation of unit 1 was conducted in one meetings. The first meeting was on Monday, February 4, 2013. The Implementation of this unit were followed by 31 students.

b. The Evaluation

Table 14: The Descriptive Statistics of Students' Responses to the Whole Unit 1

No.	Statement	N	Mean	Info
1.	The materials are able to help students in increasing their ability in English. Those agree with their background study and their needs.	31	4.26	Very good
2.	All tasks in unit 1 are able to support students in preparing themselves to have the real workplace.	31	4.06	Good
3.	The materials in unit 1 are based on students' needs.	31	3,58	Good
4.	Materials input in unit 1 are various.	31	3,97	Good
5.	Activities in unit 1 are various.	31	3,67	Good
6.	All tasks in unit 1 are arranged well, from the dependent tasks to the independent ones.	31	3,58	Good
7.	All tasks in unit 1 are arranged well, from the easiest to the most difficult.	31	3,45	Good
8.	The language used in unit 1 is understandable.	31	3,67	Good
9.	The instruction in each task is clear, so that it is understandable.	31	3,83	Good
10.	The appearances of unit 1 are eye-catching.	31	3,64	Good
11.	The arrangement of unit 1 is 'good' and easy to follow.	31	3,71	Good
12.	The title of unit 1 helps students to predict what topic they will learn.	31	3,67	Good
13.	The introduction of unit 1 helps students to	31	3,84	Good

	know the objective of the learning process.			
--	---	--	--	--

According to the questionnaire given to the students, all components of the whole unit 1 are effective. Besides gathering information through questionnaire, the researcher got the other data from interview. The following are the descriptions of each component of the whole unit 1. In this section, the interview transcripts are presented after the analysis descriptions of components.

1) **Goal**

In terms of goals, the whole unit 1 is effective. It is represented in statement number one, two, and three in the second questionnaire. The results of the mean value of goal statements are 4,26 for statement number one, 4,06 for statement number two, and 3,58 for statement number three. According to *Quantitative Data Conversion* proposed by Sudijono (2003: 335), the goal statement number one are 'very good' because X (mean value) > 4.2 , number 2 and 3 are 'good' while the statement is 'good' with $3.4 < X \leq 4.2$. The data further will be supported by the following interview and field note are presented after the analysis descriptions of components.

2) **Input**

In relations to inputs, the whole unit 1 is effective. The input statements are represented in number 4, 8, 10, 12, and 13. The results of the mean value of the input statements are 3, 97 for statement number four, 3, 67 for statement number eight, 3,64 for statement number ten, 3,67 for statement number twelve, and 3,84 for statement number thirteen. The statement number 4, 8, 10, 12 and 13

are 'good'. To make sure that the data are all effective, the researcher conducted an interview and while implementing the materials through a field note.

3) Activity

In relation to activity, the second questionnaire provided four statements, i.e. number 5, 6, 7, and 9. There are all statements which are 'good' with the mean value 3,67, 3,58, 3,45 and 3,84. Therefore, the all activity statements are effective. It can also be seen in the following interview transcript.

4) Learner role, Teacher role, and Setting

For the whole unit the learner role, teacher role, and setting can be seen as a whole. The following statistical and descriptive data will represent those. In general, there was no big problem dealing with these in each task.

.....
R: *pagi semua. Hari saya mau menanyakan beberapa pertanyaan tentang unit yang kalian kerjakan kemarin.* (morning all. Today I want to ask you some questions about the unit that you did yesterday).

All: *iya mbak.* (Yes Miss).

R: *mulai dari unit pertama ya. Menurut kalian, bagaimana dengan unit pertama secara keseluruhan?* (starting from the first unit. According to you, what about the first unit as a whole?)

A: *sudah baik mbak, awal-awal mudah dan kebelakang lebih sulit.* (already good Miss, from beginning task is easy to difficult task.)

R: *bagaimana goalnya?* (what about the goal?)

F: *bagus mbak, dari keseluruhan task di unit 1 ini, kita jadi lebih paham tentang ekspresi-ekspresi yang ada.* (Good Miss, from the overall task in the first unit, we become more familiar of the existing expressions.)

R: *kalau inputnya?* (what about the input?)

D: *bagus dan mudah dipahami mbak. Kita paham dengan materi yang ada dalam unit 1 ini.* (good Miss and easy to understand. We are familiar with the material that exists in the unit 1.)

A: *audionya juga sudah jelas walaupun ada yang cepet, keseluruhan sudah baik.* (the audio is clear although there are faster, overall was good.)

F: *iya ada beberapa task yang menurut saya masih susah juga mbak, seperti task 5 dan 7.* (There are some tasks that I think is still too difficult Miss, like task 5 and 7.)

R: *bagaimana kegiatannya?* (how about the activity?)

A: *bervariasi, ada yang mudah seperti task 1 dan susah seperti task 5 mbak. Tetapi secara keseluruhan menarik.* (This unit is varies, there is an easy task such as task 1 and difficult task like task 5 Miss. But overall, it is interesting.)

R: *kalau peranan siswanya bagaimana?* (How about the learner role?)

A: *mungkin siswa merasa kesulitan di task 5 dan 7. Kalau lainnya termasuk bisa dikerjakan mbak.* (May be, the students feel difficulty in task 5 and 7. If the other task can be done, Miss.)

R: *bagaimana dengan gurunya?* (How about the teacher?)

D: *gurunya sudah bagus, selalu menjelaskan intruksi bila kita belum jelas.* (The teacher was good; always explain if we do not clear instruction.)

R: *bagaimana dengan settingnya yang rata-rata dikerjakan secara individu?* (How about the setting that almost all, it was done individually?)

A: *mungkin lebih baik kalau yang task 5 dan 7 di kelompokkan secara berpasangan mbak. Kalau task lainnya secara individu, tidak masalah.* (Probably is better if the task 5 and 7 are grouped in pairs Miss. If another task individually, it is no problem.)

1) Task 1

The result of the evaluation questionnaire of Task 1 can be seen in the following table.

Table 15: The Data of the evaluation Questionnaire of Task 1 of Unit 1

Components	Means	Category
Goal	4,10	Good
Input	3,65	Good
Activity	3,70	Good
Learners' role	3,90	Good
Teachers' role	3,52	Good
Settings	4,13	Good

The table above shows that most of the task components are effective.

However, the detailed analysis of the task components is presented below in order to know whether the task is effective or not.

a) Goal

The goal of task 1 is to prepare the students toward learning tasks that will be discussed. The goal is achieved with the mean value of 4,10. It means that $3,4 < X \leq 4,2$, so the component of the goal was 'good'. The data are supported by the following interview:

R: *kita mulai dari yang pertama ya, unit 1, task 1. Menurut kalian gimana? Sesuai ga dengan apa yang kalian butuhkan?* (I'll start from the first, unit 1, task 1. How about your opinion? Have the task been appropriate to your needs?)

A: *iya mbak.* (Yes miss.)

R: *Kenapa kok sudah? Dengan melihat task satu ini kalian sudah bisa mempelajari apa?* (Why do you say so? By looking up the task 1, what can you learn?)

A: *Itu sudah mengarahkan saya tentang apa yang mau dipelajari.* (It directs me to know what we will learn.)

.....
(Appendix/ Interview Transcript Unit 1)

From the data, it can be conducted that the goal is achievable. Therefore, the goals are effective.

b) Input

In terms of input, this task is effective with the mean value 3,65. It means that the mean value is between $3.4 < X \leq 4.2$, so the component of input is 'good'. In task 1, there is a picture, students listen to the conversation from audio and choose what the statements that most closely matches the picture. To make sure that the data of the questionnaire are valid, the researcher conducted an interview to students as follows.

.....
R: *Kalau input/materi dalam task 1 ini gimana?* (How about the input /materials in this task?)

A: *the model of questions are good anyway, Miss.* (The picture and the questions were good)

F: *menurut saya juga mbak. (my opinion, it is good)*

.....
(Appendix/ Interview Transcript Unit 1)

c) Activity

The activity in this task is effective with the mean value 3,70. It means that the $3.4 < X \leq 4.2$ and it is 'good'. According to the students' opinion, this task is easy for them. It can be seen in following interview transcripts that are conducted after the implementation.

.....
R: *Kalau activity dalam task 1 ini gimana?* (How about the activity?)

D: *mudah mbak* (it is easy, Miss)

A: *karena masih dasar mbak* (because it is still basic, Miss)

.....
(Appendix/ Interview Transcript Unit 1)

d) Learners' role

In terms of learner role, this task is effective with the mean value 3,90. It means that $3.4 < X \leq 4.2$ and it is 'good'. The students did a task by a task well. In this task, students were expected to be independent learners in each task. Here are the brief descriptions of the interview transcript.

.....
R: *waktu mengerjakan soal task 1, apa kalian mengalami kesulitan?* (while do the task 1, did you have trouble?)

A: *ga mbak, saya ngerasa percaya bisa mengerjakan soal tersebut.* (no Miss, I feel believe can do it.)

F: *iya mbak, soalnya termasuk mudah jadi bisa dikerjakan sendiri.* (yes Miss, because the task including easy so can be myself)

.....
(Appendix/ Interview Transcript Unit 1)

e) Teachers' role

The teacher role was also effective with mean value 3,52. It means that the mean value is between $3.4 < X \leq 4.2$ and it was 'good'. Here are the brief descriptions of the interview transcript.

.....
R: *Bagaimana menurut kalian tentang peranan guru di dalam kelas.* (What do you think about teacher role in the classroom?)

D: *Guru mengarahkan siswa dengan baik kemaren pas implementation mbak.* (The teacher led students well in implementation, miss)

.....
(Appendix/ Interview Transcript Unit 1)

f) Setting

In terms of setting, this task is effective according to the data taken from second questionnaire. The mean value is 4.13 $3.4 < X \leq 4.2$ and it was 'good'. Setting is dealing individually. It can be seen in the following interview transcript.

.....

R: *Kalau mengerjakan soal individu gimana?* (What do you think about the individually?)
 A: *tidak masalah karena masih mudah mbak.* (it does not matter because it is still easy Miss)

.....
 (Appendix/ Interview Transcript Unit 1)

In brief, it can be said that the six components in task 1 are all effective. Students could do the implementation of task 1 very well. They were enthusiastic in doing this task.

2) Task 2

The result of the evaluation questionnaire of Task 2 can be seen in the following table.

Table 16: The Data of the evaluation Questionnaire of Task 2 of Unit 1

Components	Means	Category
Goal	3,87	Good
Input	3,65	Good
Activity	3,70	Good
Learners' role	3,90	Good
Teachers' role	3,51	Good
Settings	4,13	Good

The table above shows that most of the task components are effective.

However, the detailed analysis of the task components is presented below in order to know whether the task is effective or not.

a) Goal

In terms of goal, task 2 is effective with the mean value 3,87. It means that $3.4 < X \leq 4.2$, so the goal is 'good'. Task 2 provides students some expressions. Then, they have to match between the expressions and the responses. To ensure the result of the questionnaire, the researcher conducted interviews to the students. The field note will be presented in bellow.

.....
 R: *kita lanjut ke task 2. Menurut kalian gimana?* (we go to the task 2. How do you think?)

A: *task 2 hampir sama dengan task 1, malah lebih mudah mbak.hehe. udah sesuai kuk mbak.* (the task 2 is similar to the task 1, in my opinion is easier miss. It was appropriate.)

.....
 (Appendix/ Interview Transcript Unit 1)

b) Input

Input in task two is effective with the mean value 3,65. It means that the mean value is between $3.4 < X \leq 4.2$, so the input component in task two is 'good'. The field note will be presented in bellow.

.....
 R: *bagaimana dengan input dalam task 2?* (how do you think about the input in the second task?)

D: *inputnya pas banget dengan ekspresi yang sering kita pake mbak, jadi menurut saya dah bagus.* (input fits really with the expression that we often use Ms., so I guess it was good.)

F: *iya jadi kita bisa menggunakannya dalam sehari-hari.* (yes, so we can use it in everyday).

.....
 (Appendix/ Interview Transcript Unit 1)

c) Activity

The activity in task two is effective with the mean value 3,70. It means that the mean value is between $3.4 < X \leq 4.2$, so the activity component in task two is 'good'. In this task, students had to match any expressions to the responses. The supported data in form of interview can be seen in the following interview transcripts.

.....
 R: *Bagaimana dengan aktifitas di task 2?* (What about the activity in task 2?)

D: *menarik mbak* (interesting Miss).

F: *dan menurut saya mudah mbak dibandingkan task 1 tadi.* (And I think this is easy than the task 1, Miss).

A: *iya mbak, sebaliknya dibalik aja task nya.* (yes Miss, should be reversed the task.)

.....
 (Appendix/ Interview Transcript Unit 1)

d) Learners' Role

In relations to learner role, students seemed convenient with the classroom activity. It is supported by the mean value 3,90. It means that $3.4 < X \leq 4.2$ so the component is 'good'. Finally, it can be seen that students also agreed with the result of the questionnaire as follows.

.....
 T: *Peranan siswa di task ini bagaimana? Apakah sudah sesuai atau belum?* (How are learners' roles in this task? Has it been appropriate for you or not?)

A: *sudah miss. Siswa bisa mengerjakannya dengan baik* (Yes miss. Students can do it well)

.....
 (Appendix/ Interview Transcript Unit 1)

e) Teachers' Role

Teachers' role in this task is the mean value 3,51. It means that $3.4 < X \leq 4.2$ so the component is 'good'. Finally, it can be seen that students also agreed with the result of the questionnaire as follows.

.....
 R: *peranan guru dalam task ini bagaimana? Apakah sudah sesuai atau belum?* (how are the role of the teacher in this task? Has it been appropriate for you or not?)

A: *Sudah sih, miss.* (Yes, they have, miss)

.....
 (Appendix/ Interview Transcript Unit 1)

f) Setting

In terms of setting, task is also effective with the mean value 4.13. It means that $3.4 < X \leq 4.2$, so it is 'good'. In this task students did the task individually like in the following interview transcripts.

.....
 T: *Kalau secara individu ada masalah gak?* (How about individually in this task?)

A: *ini kan termasuk mudah, memang enak nya harus sendiri-sendiri.* (This is include easy, I think it's better to work individually)

.....
 (Appendix/ Interview Transcript Unit 1)

In conclusion, all components in task two are effective. The students looked enthusiastic in following this section. It can be said that the implementation for this task was successful.

3) Task 3

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire and interview. However, it can also be seen in the field note, where the implementation of the tasks implemented.

Table 17: The Data of the evaluation Questionnaire of Task 3 of Unit 1

Components	Means	Category
Goal	4,06	Good
Input	3,62	Good
Activity	3,71	Good
Learners' role	3,77	Good
Teachers' role	3,97	Good
Settings	4,26	Good

By looking up the statistical data above, the researcher presents the descriptions of each component in task 3.

a) Goal

In terms of goal, task 3 is effective with the mean value 4.06. It means that $3.4 < X \leq 4.2$, so the component of goal is 'good'. The goal of this task is to give students an example of expressions in daily life. The agreement of the student can also be looked at the following interview transcripts.

.....
 R: *trus kita ke task 3, nah ini kan udah mulai pake audio? Menurut kalian gmn?* (we go to the third task, well it's already started to use audio. How do you think)

A: *Udah!* (Yes, it has)

T: *Udah apanya?* (What do you mean?)

A: *Ya, Sudah bagus kok mbak. Termasuk mudah.* (Yes, It's a good one miss. Includes easy.)

F: *mungkin ada gambar menurut saya yang masih kurang jelas mbak. No 2.* (in my opinion there might be an image that unclear msih Miss. Number 2)

.....
(Appendix/ Interview Transcript Unit 1)

b) Input

In relations to input, task 3 is effective with the mean value 3,62. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. It can be seen in the following interview transcripts that the input was effective.

.....
R: *kalau inputnya gimana?* (what about the inputs?)

A: *sudah sesuai kuk dengan keseharian kita mbak, gambarnya juga masih sekitar keseharian, jadi kita bisa mengerjakannya.* (This task is appropriate with our day Ms., the picture is still around our day, so we can do it.)

.....
(Appendix/ Interview Transcript Unit 1)

c) Activity

The activity in task 3 is effective as well with the mean value 3,71. It means that the mean value is between $3.4 < X \leq 4.2$, so the activity component in task three is 'good'. In the teaching and learning process, the teacher led the students to learn the expressions in task 3. The supported data in form of interview can be seen in the following interview transcripts.

.....
R: *bagaimana dengan aktifitas nya?* (what about the activity?)

D: *menarik mbak.* (interesting Miss)

F: *iya ada gambarnya jadi kita ga bosen mbak.* (there are pictures so we did not bored Miss.)

.....
(Appendix/ Interview Transcript Unit 1)

d) Learners' Role

In terms of learner role, task 3 is effective with the mean value 3,77. It means that $3.4 < X \leq 4.2$, so the component of the learner role is 'good'. Most of

them did not have any problem with their role in the classroom. It is supported by the interview transcripts.

.....
 R: *di task 3 ini, peranan siswa gimana? Bisa mengerti dan mengerjakannya?* (in this third task, how about the role of the student? Can understand and do it?)

A: *bisa mbak, menurut saya mudah mbak, gambarnya membantu juga. Jadi kalau gambar ga jelas juga susah mbak.* (yes Miss, I think it is easy, the picture helps too. So if the picture is not clear be difficult Miss.)

.....
 (Appendix/ Interview Transcript Unit 1)

e) Teachers' Role

As well as the learner role, the teacher role is also effective with the mean value 3,97. It means that the mean value is between $3.4 < X \leq 4.2$, so the teacher role component in task three is 'good'. It is supported by the interview transcripts.

.....
 R: *gimana peranan guru nya?* (how about the role of the teacher?)

A: *guru menjelaskan instruksinya kalau kita belum jelas dengan soalnya mbak.* (the teacher explains that we have not been clear with instruction or questions Miss.)

.....
 (Appendix/ Interview Transcript Unit 1)

f) Setting

The last component is setting. In the terms of setting, this task is effective with the mean value 4.26. It means that $3.4 < X \leq 4.2$, so the component of setting is 'good'. It is supported by the interview transcripts.

.....
 R: *trus kalau mengerjakan individu menurut kalian gimana?* (how about if you work individually?)

A: *soal ini menurut saya masih bisa dikerjakan individu mbak. Masih mudah kuk.* (I think this question can still be done individually Miss. Still easy.)

.....
 (Appendix/ Interview Transcript Unit 1)

In brief, it can be said that the six components in task 1 are all effective. Students could do the implementation of task 3 is very well. They were enthusiastic in doing this task.

4) Task 4

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire and interview. However, it can also be seen in the field note, where the implementation of the tasks happened.

Table 18: The Data of the evaluation Questionnaire of Task 4 of Unit 1

Components	Means	Category
Goal	3,93	Good
Input	3,73	Good
Activity	3,81	Good
Learners' role	4,13	Good
Teachers' role	3,97	Good
Settings	4,06	Good

By looking up the statistical data above, the researcher presents the descriptions of each component in task 4.

a) Goal

In relations to goal, task 4 is effective with the mean value 3,93. It means that $3.4 < X \leq 4.2$, so the component of goal is 'good'. The following was the agreement of student to the goal of task 4.

.....
R: *oke, selanjutnya task 4. Nah menurut kalian gimana?* (Okay, the next task 4. Well how do you think)

F: *waa ini malah mudah mbak.* (it is easier Miss.)

D: *audionya juga jelas.* (the audio is also clear.)

A: *pendek juga mbak.* (the questions is short too)

.....
(Appendix/ Interview Transcript Unit 1)

b) Input

In terms of input, task 4 is effective with the mean value 3,73. It means that $3.4 < X \leq 4.2$ so the component of input is 'good'. In addition the questions of task 4 to check the understanding of students. The following are the interview transcripts of task 4 to support the result of the questionnaire.

.....
R: *Inputnya gimana?* (how about the input?)

A: *udah bagus mbak. Mudah dipahami.* (it is good. easy to understand)

.....
(Appendix/ Interview Transcript Unit 1)

c) Activity

In relations to activity, task 4 is effective with the mean value 3,81. It means that $3.4 < X \leq 4.2$ so the component of input is 'good'. The activity is almost the same as the other listening sections. However, the students had to pay much attention to the dialog because they would choose answer questions corectly. The following are the student's responses through interview transcripts.

.....
R: *kalau aktivitasnya gimana?*(how about the activity?)

F: *mudah mbak, karena satu percakapan satu pertanyaan.* (easy, because one conversation for one question).

D: *pendek-pendek juga mbak.* (short too)

.....
(Appendix/ Interview Transcript Unit 1)

d) Learners' Role

In relations to learner role, this task is effective with the mean value 4.13. It means that the mean value is between $3.4 < X \leq 4.2$, so the learner role component in task four is 'good'. The interview transcripts below will present the descriptions of student's agreement to the result of the questionnaire.

.....
 R: *peranan siswanya gimana?* (how about the role of students?)

A: *menurut saya bisa mengerjakannya dengan baik mbak.* (I think we can do it well)

.....
 (Appendix/ Interview Transcript Unit 1)

e) Teachers' Role

The teacher role was also effective 3,97. It means that the mean value is between $3.4 < X \leq 4.2$, so the teacher role component in task four is 'good'. Here, the teacher guided the students to do the tasks. The interview transcripts below will present the descriptions of student's agreement to the result of the questionnaire.

.....
 R: *bagaimana gurunya?* (how about the teacher?)

F: *Gurunya juga dah jelas memberi instuksinya.* (The teacher give instructions clearly.)

.....
 (Appendix/ Interview Transcript Unit 1)

f) Setting

The last component is setting. In relations to this, task 4 is effective as well with the mean value 4.06. It means that $3.4 < X \leq 4.2$, so the component of setting is 'good'. Because it was listening section, students did it individually. The agreement of the result of the questionnaire can be seen in the interview transcripts below.

.....
 R: *setting dari task 4 gimana? Ada kesulitan jika dikerjakan individu?* (how about the setting of task 4? There is a difficulty if done individually?)

A: *tidak mbak. Masih termasuk soal mudah.* (No Miss. It is still easy)

.....
 (Appendix/ Interview Transcript Unit 1)

In brief, it can be concluded that the six components in task 4 are effective with the mean value 3,90. It can be said that the implementation for this task was successful.

5) Task 5

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire and interview. However, it can also be seen in the field note, where the implementation of the tasks implemented.

Table 19: The Data of the evaluation Questionnaire of Task 5 of Unit 1

Components	Means	Category
Goal	3,30	Fair
Input	3,56	Good
Activity	3,61	Good
Learners' role	3,77	Good
Teachers' role	3,81	Good
Settings	3,45	Good

By looking up the statistical data above, the researcher presents the descriptions of each component in task 5.

a) Goal

In terms of goal, task 5 is effective with the mean value 3,30. It means that the mean value is between $2,6 < X \leq 3,4$, so the goal component in task five is 'fair'. The result was supported by interview transcripts as follows.

.....
R: *Kita lanjut task 5. Menurut kalian gimana?* (We go to task 5. How do you think?)

All: *naaah.....*

R: *kenapa? Sulit ya?* (why? Is it difficult?)

A: *iya sulit mbak.* (Yes, miss)

R: kenapa? Why?

A: mungkin lebih baik soalnya lebih sederhana dan sedikit. (may be the questions is more simple and a few questions)

F: sehingga kita tidak bisa mengerjakannya mbak. (so we can do it)

.....
(Appendix/ Interview Transcript Unit 1)

b) Input

In relations to input, this task is also effective with the mean value 4.56. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. There was a conversation between two people. To support the result of the mean value of the questionnaire, it can be seen by looking up the interview transcripts below.

.....
R: *Materinya susah ya?* (Are the materials difficult?)

A: *iya mbak.* (Yes Miss)

F: *pertanyaannya terlalu banyak.* (the questions are too much.)

A: *audionya cepat juga. Mau jawab no 1, yang kedua dah mulai audionya.* (the audio is fast. I want to answer No. 1, the second audio has begun).

F: *biasanya kan 1 percakapan buat 1 soal* (it is usually the first conversation for about one question)

A: *kalau 1 percakapan buat seluruh soal masih bingung mbak.* (If one conversation for the whole questions is still confused Miss.)

.....
(Appendix/ Interview Transcript Unit 1)

c) Activity

In terms of activity, task 5 is effective with the mean value 3,61. It means that the mean value is between $3.4 < X \leq 4.2$, so the activity component in task five is 'good'. The following are the supporting data in the form of interview transcript in the class.

.....
R: *aktifitasnya gimana?* (how about the activity)

A: *menurut saya, pertanyaannya terlalu banyak.* (I think the questions are too much.)

D: *kalau ga, jawabannya yang pendek-pendek tidak masalah mbak.* (May be, the short answer it is not matter Miss.)

.....
(Appendix/ Interview Transcript Unit 1)

d) Learners' Role

In terms of learner role, this task is also effective with the mean value 3,77. It means that $3.4 < X \leq 4.2$, so the component of learner role is 'very good'. The following are the supporting data in the form of interview transcript in the class.

.....
R: *peranan siswanya gimana?* (how about the students' role?)

A: *iya karena ini termasuk yang susah jadi siswa masih bingung dan mereka banyak yang belum selesai mbak.* (it included a difficult questions so students are confused and they are a lot of unfinished Miss.)
.....

(Appendix/ Interview Transcript Unit 1)

e) Teachers' Role

The teacher role of task 5 was effective as well, with the mean value 3,81. It means that $3.4 < X \leq 4.2$, so the component of teacher role is 'good'. Both learner and teacher did their own position well. In addition, the following interview transcripts will support the result of the mean value of the questionnaire.

.....
R: *kalau gurunya?* (how about the teacher?)

F: *guru sudah baik mbak.* (The teacher has good, Miss).
.....

(Appendix/ Interview Transcript Unit 1)

f) Setting

The last component in task 5 is setting. In relation to setting, task 5 is effective with the mean value 3,45. It means that $3.4 < X \leq 4.2$, so the component of setting is 'good'. In every listening task, students had to work individually in order to practice their listening comprehension. According to the result of the mean value, students had no big deal with this. However, in the interview that had been done, one said that the questions after the listening were better to be done in

pairs. Therefore, they could share ideas on it. The following are the interview transcripts.

.....
 R: *kalau dikerjakan secara individu gimana?* (how about it done individually?)

A: *kalau menurut saya jangan individu, mungkin berpasangan.* (may be pairs in working.)

(Appendix/ Interview Transcript Unit 1)

Those are six components of task 5 which are effective according to the result of the collected data. However, for making this task much better, some students had their suggestion on component, goal and setting. The goal for the tasks is not yet conform to the students' want. The setting for the questions after the listening section is better to be done in pairs.

6) Task 6

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire and interview. However, it can also be seen in the field note.

Table 20: The Data of the evaluation Questionnaire of Task 6 of Unit 1

Components	Means	Category
Goal	3,87	Good
Input	3,76	Good
Activity	3,73	Good
Learners' role	4,06	Good
Teachers' role	3,84	Good
Settings	4,51	Very Good

By looking up the statistical data above, the researcher presents the descriptions of each component in task 6.

a) Goal

In terms of goal, task 6 is effective with the mean value 3,87. It means that $3.4 < X \leq 4.2$, so the component of goal is 'good'. The result of the questionnaire was supported by the following interview transcripts.

.....
R: *Sekarang kita ke task selanjutnya, task 6. Bagaimana menurut kalian?* (Now, we go to the next task, task 6. What do you think?)

A: *ini seperti task sebelumnya task 4. Termasuk mudah mbak.* (this is like the task 4. Includes easy Miss.)

F: *iya mbak, masih dalam lingkungan sehari-hari, dan juga satu percakapan buat satu soal.* (yes Miss, still in daily environment, and also one conversation for one questions).
.....

(Appendix/ Interview Transcript Unit 1)

b) Input

In terms of input, this task is also effective with the mean value 3,76. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. In task 6, the input is all about expressions in daily life. To support the result of the questionnaire, the following are the interview transcripts.

.....
R: *bagaimana materinya?* (how about the input?)

D: *mudah dipahami mbak.* (easy to understand Miss).

A: *iya udah bagus mbak. Masih kegiatan disekitar kita* (already good, miss. It is still around us).
.....

(Appendix/ Interview Transcript Unit 1)

c) Activity

In relations to activity, this task is effective as well with the mean value 3,73. It means that the mean value is between $3.4 < X \leq 4.2$, so the activity component in task six is 'good'. The students choose the correct answer based on the audio. The following are the interview transcripts that have been done by the researcher to support the result of the questionnaire.

.....
 R: *kalau aktivitasnya?* (how about the activity?)

A: *mudah karena kita tinggal memilih jawaban yang ada, tapi harus benar-bener fokus dengan audionya mbak.* (easy because we just choose the answers, but it's really had to focus to audio Miss.)

.....
 (Appendix/ Interview Transcript Unit 1)

d) Learners' Role

The next component was learner role. In terms of learner role, task 6 is effective with the mean value 4.06. It means that $3.4 < X \leq 4.2$, so the component of learner role is 'good'. To support the result of the mean value of the questionnaire, the data on interview transcripts are presented as follows

.....
 R: *kalau peranan siswa dalam task ini gimana?*(how about the role of students in this task?)

F: *menurut saya, bisa mengerjakan dengan baik mbak.* (in my opinion, we can do it well, Miss)

.....
 (Appendix/ Interview Transcript Unit 1)

e) Teachers' Role

The teacher role is lower than the learner role; it is also effective with the mean value 3,84. It means that the mean value is between $3.4 < X \leq 4.2$, so the teacher role component in task six is 'good'. To support the result of the mean value of the questionnaire, the data on interview transcripts are presented as follows.

.....
 R: *dan peranan gurunya gimana?*(and how about the teachers' role?)

A: *sudah bagus mbak dalam membimbing siswa.* (already good to guide students, Miss).

.....
 (Appendix/ Interview Transcript Unit 1)

f) Setting

The last component is setting. In relations to setting, task 6 is effective with the mean value 4.51. It means that $X > 4.2$, so the component of setting is 'very good'. The data on interview transcripts are presented as follows.

.....
R: *nah, kalau dalam task ini secara individy gimana?*(how about if the task done individually?)

A: *ga masalah mbak, masih mudah pasti bisa.*(no problem, Miss. still easy)
.....

(Appendix/ Interview Transcript Unit 1)

In brief, it can be said that all components in task 6 are effective. The value is 3,96. It means the tasks have been successfully.

7) Task 7

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire and interview. However, it can also be seen in the field note, where the implementation of the materials implemented. The field note transcripts will be presented in the last paragraph after the descriptions of the components.

Table 21: The Data of the evaluation Questionnaire of Task 7 of Unit 1

Components	Means	Category
Goal	3,42	Good
Input	3,47	Good
Activity	3,50	Good
Learners' role	3,58	Good
Teachers' role	3,71	Good
Settings	3,51	Good

By looking up the statistical data above, the researcher presents the descriptions of each component in task 7.

a) Goal

In relations to the goal, task 7 is effective with the mean value 3.42. It means that $3.4 < X \leq 4.2$, so the component of goal is 'good'. In this task, they have difficult to understand the conversations. It can also be seen in the following interview transcripts.

.....
 R: *Sekarang lanjut ke task 7. Bagaimana menurut kalian?* (Now go to task 7. What do you think?)
 A: *waa ini sama dengan task 5. Susah mbak.* (It is the same as the task 5. It is difficult, Miss.)
 F: *iya mbak, kalau menurut saya masih susah mengerjakan soal seperti ini.* (Yes Miss, In my opinion, I am still difficult to do the problems like this.)

(Appendix/ Interview Transcript Unit 1)

b) Input

In relations to input, task 7 is effective with the mean value 3,47. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. The conversations in task 7 were based on students' environment. It was also supported by the following interview transcripts.

.....
 R: *kalau materi dari task 7 ini?* (how about the input from task 7?)
 D: *Iya materi sudah bagus karena dalam kehidupan sehari-hari mbak.* (Yes the material is good enough because in daily life Miss.)

(Appendix/ Interview Transcript Unit 1)

c) Activity

In terms of activity, this task is effective with the mean value 3,50. It means that $3.4 < X \leq 4.2$, so the component of activity is 'good'. Students in this task listen to audio and answer the questions. The interview transcripts will be presented below.

.....
 R: *aktifitasnya?* (the activity?)

A: *termasuk bentuk soal yang susah mbak. Mungkin kalau jawabannya dibikin yang simple, bisa diterima mbak.hehe* (including difficult questions Miss. Maybe if the answer is that simple, acceptable Miss.)

.....
 (Appendix/ Interview Transcript Unit 1)

d) Learners' role

In relations to learner role, this task is also effective with the mean value 3,58. It means that $3.4 < X \leq 4.2$, so the component of learner role is 'good'. To support the mean values of this component, the following are the interview transcripts.

.....
 R: *peranan siswanya gimana?* (how about the students' role?)

A: *ya karena ini soal yang susah, menurut saya banyak yang belum bisa mengerjakan dengan baik mbak. Saya aja masih banyak yang kosong mbak saat mengerjakannya.* (May be because this is a difficult question, I think a lot of who can not do well, Miss. I still do a lot of questions that empty.)

.....
 (Appendix/ Interview Transcript Unit 1)

e) Teachers' Role

The teacher role is also effective with the mean value 3,71. It means that $3.4 < X \leq 4.2$, so the component of teacher role is 'good'. To support the mean values of the component, the following are the interview transcripts.

.....
 R: *kalau peranan gurunya?* (how about the role of teacher?)

D: *udah bagus dalam memberikan instruksi mbak. Audio juga diulang tapi karena susah jadi masih bingung.* (Already good at giving instruction Miss. The audio also repeated but because it is difficult so still confused.)

.....
 (Appendix/ Interview Transcript Unit 1)

f) Setting

The last component in this task is setting. In terms of setting, this task is effective as well with the mean value 3,51. It means that $3.4 < X \leq 4.2$, so the

component of setting is ‘good’. For all situations in task 7, the students have an opinion. It is better working partner than individually in this task. The following are the interview transcripts to support the previous data from the questionnaire.

.....
R: kalau dalam task ini dikerjakan secara individu gimana?(how about the task is done individually?)

D: *menurut saya, lebih baik berpasangan mbak, jadi biar lebih mudah.* (I think better in pairs, Miss so more easily.)

.....
(Appendix/ Interview Transcript Unit 1)

In brief, it can be said that all components in task 7 are effective. However, there need any changes in this task. In setting, students work in pairs rather than individually.

8) Task 8

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire and interview. However, it can also be seen in the field note, where the implementation of the tasks implemented.

Table 22: The Data of the evaluation Questionnaire of Task 8 of Unit 1

Components	Means	Category
Goal	3,90	Good
Input	3,85	Good
Activity	3,84	Good
Learners' role	4,16	Good
Teachers' role	3,68	Good
Settings	4,10	Good

By looking up the statistical data above, the researcher presents the descriptions of each component in task 8 as follows.

a) Goal

In relations to the goal, task 8 is effective with the mean value 3,90 It means that $3.4 < X \leq 4.2$, so the component of goal is 'good'. The data are supported by the following interview.

.....
R: *mari kita ke task 8. Bagaimana menurut kalian?* (Let's get to the task 8. What do you think?)

A: *lumayan mbak.* (pretty fair Miss)

D: *masih berhubungan dengan ekspresi dalam kehidupan sehari-hari. Menurut saya masih cukup mudah.* (It is still associated with the expression in daily life. I think that was quite easy.)
.....

(Appendix/ Interview Transcript Unit 1)

b) Input

In relations to input, this task is also effective with the mean value 3,83. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. According to the mean value of the questionnaire, this task was effective. It is also supported by the following interview transcripts.

.....
R: *kalau materinya?* (how about the input?)

A: *sudah bagus. sesuai dengan ekspresi disekitar kita mbak. Mungkin audionya pada jeda agak lama mbak.* (It is good enough. suitable to the expression at around us Miss. Maybe a bit long pause on audio, Miss.)
.....

(Appendix/ Interview Transcript Unit 1)

c) Activity

In terms of activity, task 8 has mean value 3,84. It means that $3.4 < X \leq 4.2$, so the component of activity is 'good'. To support the result of the mean value of the questionnaire, the researcher conducted an interview and the following are the transcripts of the interview.

.....
 R: *kalau aktifitasnya?* (how about the activity?)
 F: *menarik mbak. Dari awal kan belum ada task seperti ini.* (It is interesting Miss. From the beginning it there is no like this task)

(Appendix/ Interview Transcript Unit 1)

d) Learners' Role

In terms of learner role, task 9 have mean value 4,16. It means that $3.4 < X \leq 4.2$, so the component of learner role is 'good'. The following are the interview transcripts to support the results of the data of the questionnaire.

.....
 R: *Apa kalian paham dan bisa mengerjakan task ini?* (Do you understand and be able to do this task?)

A: *paham mbak. Bisa mengerjakannya dengan baik.* (Understand Miss. We can do it well).

(Appendix/ Interview Transcript Unit 1)

e) Teachers' Role

The mean value of the teacher role is 3,68. It means that $3.4 < X \leq 4.2$, so the component of teacher role is 'good'. The following are the interview transcripts to support the results of the data of the questionnaire.

.....
 R: *bagaimana peranan guru?* (how about the teachers' role?)

A: *sudah baik mbak. Guru bisa membimbing kita saat mengerjakan.* (already well Miss. Teachers can guide us while working.)

(Appendix/ Interview Transcript Unit 1)

f) Setting

The last component in this task is setting, the mean value of the setting in task 9 was 4.10. It means that $3.4 < X \leq 4.2$, so the component of setting is 'good'. The students can do it individually. The following are the data of the interview transcripts.

.....
 R: *kalau mengerjakan secara individu bagaimana?* (How about work individually?)

D: *tidak masalah mbak.* (No problem, Miss.)

(Appendix/ Interview Transcript Unit 1)

In conclusion, the all components in the last task of unit 1 are effective.

The students seemed interested with this task because the activity of this task was various.

c. Revision

The data obtained from the statistical data of the questionnaire results, the interview results, and the researcher's observations are used to look at the feedback given by the students and to make improvements for the second draft of the designed materials. The following table presents the revision of the Unit 1 in the first implementation.

Table 23: The Revision of Unit 1

Name of Tasks	Components the need to be revised	Revisions
Task 1	-	-
Task 2	-	-
Task 3	Input	The picture number 2 should be change because it is not clear.
Task 4	-	-
Task 5	Activity	The questions were made simple
	Setting	The task was done in pairs
Task 6	-	-
Task 7	Activity	The questions made simple
	Setting	The task was done in pairs
Task 8	-	-

6. The Implementation of the First Draft, Evaluation, and Revision of the Tasks of Unit 2

After getting the expert judgment, the tasks were revised in some part based on the supervisors' suggestions. They became the draft that can be seen in Appendix.

a. The Implementation

The implementation of unit 2 was conducted in one meetings. The meeting was on Thursday, February 5, 2013. The Implementation of this unit were followed by 31 students.

b. The evaluation

After consulting with the first and second consultant, the researcher was ready to do the implementations to the students. There were 31 students as the respondents. The researcher distributed the questionnaire of the evaluation of each unit to the students after the implementation. The researcher consulted the result of the average mean values of each aspect in the second questionnaire in the table of qualitative data conversion that was provided in Chapter III to decide whether the draft of the tasks was very good, good, fair, poor, or very poor. When the data of the mean value show that the component is 'very good', good, or fair; it is effective already.

Here are the descriptive statistics of students to the first implementation of Unit 2.

Table 24: The Descriptive Statistics of Students' Responses to the Whole Unit 2

No.	Statement	N	Mean	Info
1.	The materials are able to help students in increasing their ability in English. Those agree with their background study and their needs.	31	4.13	Good
2.	All tasks in unit 2 are able to support students in preparing themselves to have the real workplace.	31	4.03	Good
3.	The materials in unit 2 are based on students' needs.	31	3.55	Good
4.	Materials input in unit 2 are various.	31	3.97	Good
5.	Activities in unit 2 are various.	31	3.90	Good
6.	All tasks in unit 2 are arranged well, from the dependent tasks to the independent ones.	31	3.65	Good
7.	All tasks in unit 2 are arranged well, from the easiest to the most difficult.	31	3.71	Good
8.	The language used in unit 2 is understandable.	31	3.42	Good
9.	The instruction in each task is clear, so that it is understandable.	31	3.84	Good
10.	The appearances of unit 2 are eye-catching.	31	3.77	Good
11.	The arrangement of unit 2 is arranged well and easy to follow.	31	3.71	Good
12.	The title of unit 2 helps students to predict what topic they will learn.	31	3.81	Good

13.	The introduction of unit 2 helps students to know the objective of the learning process.	31	4.03	Good
-----	--	----	-------------	-------------

According to the questionnaire given to the students, all components of the whole unit 2 are effective. Besides gathering information through questionnaire, the researcher got the other data from interview. The following are the descriptions of each component of the whole unit 2.

1) **Goal**

In terms of goal, the whole unit 2 is effective. It is represented in statement number one, two, and three in the second questionnaire. The results of the mean value of goal statements are 4.13 for statement number one, 4.03 for statement number two, and 3.55 for statement number three. According to *Quantitative Data Conversion*, proposed by Sudijono (2003: 335), the goal statement number one until 3 are 'good' because $3.4 < X \leq 4.2$. The results of the questionnaire will be supported by the interview and field note that are presented in the last paragraph after the descriptions of the components.

2) **Input**

In relations to input, the whole unit 2 is effective. The input statements are represented in number 4, 8, 9, 10, 12, and 13. The results of the mean value of the input statements are 3.97 for statement number four, 3.42 for statement number eight, 3.84 for statement number nine, 3.77 for statement number ten, 3.81 for statement number twelve, and 4.03 for statement number thirteen. All statements are 'good'. To make sure that the data are all effective, the researcher conducted an interview.

3) Activity

In relations to activity, the second questionnaire provides four statements, i.e. number 5, 6, 7, and 11. All statements are ‘good’ with the mean value 3.90, 3.64, 3.71, and 3.71. Therefore, the all activity statements are effective. The final results of activity can be seen in the following interview transcripts.

4) Learner role, Teacher role, and Setting

For the whole unit the learner role, teacher role, and setting, the results can be seen as the whole. The following statistical and descriptive data will represent those. In

The following are the supporting data in form of interview transcripts for the whole unit 2.

.....
 R: *Kita mulai dari keseluruhan unit 2 ya. Menurut kalian bagaimana unit 2 ini?* (We start from a whole of unit 2. How do you think of these unit 2?)
 A: *sudah bagus mbak. Kita lebih tau tentang waktu, angka dan ada gambar-gambarnya.* (already good, Miss. We know about the time, number and there are pictures).
 R: *bagaimana dengan goalnya?* (how about the goal?)
 D: *jelas mbak, kita lebih mengerti mengenai waktu dan angka mbak.* (clear Miss, we more understand about the time and number Miss.)
 R: *inputnya bagaimana?* (How about the input?)
 F: *menarik, audionya juga jelas dan mudah dimengerti mbak.* (interesting Miss, the audio is also clear and easy to understand Miss.)
 R: *kalau aktivitasnya?* (How about the activity?)
 F: *bervariasi mbak.* (varies Miss).
 A: *dan lebih mudah daripada unit 1 mbak.* (and more easily than unit 1 Miss.)
 R: *kalau peranan siswanya?* (How about the learner role?)
 A: *bisa mbak karena audio jelas. Kalau untuk task yang terakhir harus lebih fokus karena lebih sulit daripada task yg di depan.* (we can do it Miss because the audio is clear. If for the last task should be more focused because the task is more difficult than the task before.)
 R: *gurunya bagaimana?* (how about the teacher?)
 D: *sudah bagus mbak. Memberi penjelasan bila kita masih bingung.* (It has been good Miss. Give an explanation when we are still confused)
 R: *bisa dikerjakan secara individu?* (could be done individually?)
 A: *secara keseluruhan tidak masalah mbak.* (overall not problem Miss.)

1) Task 1

The result of the evaluation questionnaire of Task 1 can be seen in the following table.

Table 25: The Data of the evaluation Questionnaire of Task 1 of Unit 2

Components	Means	Category
Goal	3,93	Good
Input	3,81	Good
Activity	3,58	Good
Learners' role	3,90	Good
Teachers' role	3,71	Good
Settings	4,77	Very Good

The table above shows that most of the task components are effective. However, the detailed analysis of the task components is presented below in order to know whether the task is effective or not.

a) Goal

The goal of task 1 is effective with the mean value 3.93. It means that $3.4 < X \leq 4.2$, so the component of the goal is 'good'. In this task, students were expected to understand about time. From the implementation occurred in the class 2 ELIN, the students did not have any difficulties in doing task 1. To support the result of the mean value of the questionnaire, the researcher conducted an interview and the following are the transcripts of the interview.

.....
 R: *Pertama, kita mulai task 1 ya.* (First, we start from task 1.)

A: *sesuai dengan apa yang akan dibahas mbak.* (according to the material that will be discussed Miss.)

.....
 (Appendix/ Interview Transcript Unit 2)

b) Input

In terms of input, this task is effective with the mean value 3,81. It means that the mean value is between $3.4 < X \leq 4.2$, so the component of input is 'good'. In task 1, there was provided a picture of time, then students have to match with the statements. To make sure that the data of the questionnaire are valid, the researcher conducted an interview with the students.

.....
 R: *Kalau inputnya gimana?* (how about the input?)
 A: *menarik dan mudah mbak.* (interesting and easy, Miss)

(Appendix/ Interview Transcript Unit 2)

c) Activity

The next is dealing with activity. The activity in this task is effective with the mean value 3,58. It means that the $3.4 < X \leq 4.2$ and it is 'good'. According to the students' opinion, this task is quite interesting for them. It can be seen in the following interview transcripts after the implementation.

.....
 R: *aktifitasnya gimana?* (how about the activity?)
 A: *menarik mbak* (Interesting, Miss)
 F: *menjodohkan itu kan biasanya bisa dinalar juga mbak.hehe. jadinya mudah.* (matching was used and can be rationalized as well miss.hehe. so easy.)

(Appendix/ Interview Transcript Unit 2)

d) Learner Role

In terms of learner role, this task is effective with the mean value 3,90. It means that $3.4 < X \leq 4.2$, so the component is 'good'. While the implementation

occurred, the students were so nice. They did a task by a task very well. It can be seen in the following interview transcripts after the implementation.

.....
R: *bagaimana dengan peranan siswanya?* (how about the learner role?)

A: *menurut saya siswa bisa mengerjakannya karena ini masih mudah hanya menjodohkan saja.* (I think students can do it because it is easier just to match.)
.....

(Appendix/ Interview Transcript Unit 2)

e) Teacher Role

In line with the learner role, the teacher role was also effective with mean value 3.71. It means that the mean value is between $3.4 < X \leq 4.2$ and it is 'good'.

The following are the brief descriptions in the interview transcripts.

.....
R: *kalau peranan gurunya?* (how about the teachers' role?)

D: *bagus. Guru bisa menjelaskan instruksi dengan baik.* (good. The teachers can explain instructions well.)
.....

(Appendix/ Interview Transcript Unit 2)

f) Setting

In terms of setting, this task is effective according to the data taken from second questionnaire. The mean value is 4.77 and it means the $X > 4.2$, so the setting is 'very good'. It can be seen in the following interview transcripts.

.....
R: *mengerjakan task ini secara individu, menurut kalian gimana?* (doing this task individually, how do you think?)

F: *tidak masalah mbak.* (No Problem, Miss.)
.....

(Appendix/ Interview Transcript Unit 2)

In brief, it can be said that the six components in task 1 are all effective. Students could do the implementation of task 1 very well. They think this task is interesting and easy.

2) Task 2

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire and interview. However, the result of the research can also be supported by the field note where the implementation of the materials implemented.

Table 26: The Data of the evaluation Questionnaire of Task 2 of Unit 2

Components	Means	Category
Goal	3,93	Good
Input	3,72	Good
Activity	3,58	Good
Learners' role	3,84	Good
Teachers' role	3,68	Good
Settings	4,77	Very Good

By looking up the statistical data above, the researcher presents the descriptions of each component in task 2 below.

a) Goal

In terms of goal of task 2 is effective. The results of the mean value of goal statements are 3,93 According to *Quantitative Data Conversion* proposed by Sudijono (2003: 335), the goal statement are 'good' because $3.4 < X \leq 4.2$. The results of the questionnaire will be supported by the interview and field note that are presented bellow.

.....
 R: *Pertama, kita mulai task 1 ya.* (First, we start from task 1.)

A: *sesuai dengan apa yang akan dibahas mbak.* (according to the material that will be discussed Miss.)

.....
 (Appendix/ Interview Transcript Unit 2)

b) Input

In relations to input, the whole unit 2 is effective. The input statements are represented in number 2, 3, and 4. The results of the mean value of the input statements are 3,64 for statement number two, 3,61 for statement number three. The mean value 3,90 is for statement number four. All statements are 'good'. To make sure that the data are all effective, the researcher conducted an interview and observation while implementing the materials through a field note.

.....
 R: *Kalau inputnya gimana?* (how about the input?)

A: *inputnya sudah bagus mbak dan masih termasuk mudah mbak.* (input already good Miss and still include easy.)

.....
 (Appendix/ Interview Transcript Unit 2)

c) Activity

In relations to activity, the second questionnaire provides two statements, i.e. number 5, 6, and 7. All statements are 'good' with the mean value 3,42, 3,61, and 3,71. Therefore, the all activity statements are effective. The final results of activity can be seen in the following interview transcripts.

.....
 R: *aktifitasnya gimana?* (how about the activity?)

A: *menarik mbak* (Interesting, Miss)

F: *menjodohkan itu kan biasanya bisa dinalar juga mbak.hehe. jadinya mudah.* (matching was used and can be rationalized as well miss.hehe. so easy.)

All: *iya mudah* (yes easy)

.....
 (Appendix/ Interview Transcript Unit 2)

d) Learner Role

In relations to learner role, this task is effective as well with the mean value 3,84. It means that $3.4 < X \leq 4.2$, so the component of learner role is 'good'.

It can be seen in the following interview transcripts after the implementation.

.....
R: *bagaimana dengan peranan siswanya?* (how about the learner role?)

A: *menurut saya siswa bisa mengerjakannya karena ini masih mudah hanya menjodohkan saja.* (I think students can do it because it is easier just to match.)

.....
(Appendix/ Interview Transcript Unit 2)

e) Teacher Role

The next component was teacher role. Although the mean value of the teacher role is lower than the learner role, it is also effective with the mean value 4.68. It means that the mean value is between $3.4 < X \leq 4.2$, so the teacher role component in task two is 'good'. It can be looked up in the interview transcripts below.

.....
R: *kalau peranan gurunya?* (how about the teacher role?)

D: *bagus. Guru bisa menjelaskan instruksi dengan baik.* (good. The teachers can explain instructions well.)

.....
(Appendix/ Interview Transcript Unit 2)

f) Setting

The last component is setting. In relations to setting, task 6 is effective with the mean value 4.77. It means that $X > 4.2$, so the component of setting is 'very good'. To support the data above, the following are the transcripts of the field note.

.....
R: *mengerjakan task ini secara individu, menurut kalian gimana?* (doing this task individually, how do you think?)

F: *tidak masalah mbak.* (No Problem, Miss.)

.....

(Appendix/ Interview Transcript Unit 2)

In conclusion, all components in task two are effective. The students looked enthusiastic in following this section.

3) Task 3

The result of the evaluation questionnaire of Task 3 can be seen in the following table.

Table 27: The Data of the evaluation Questionnaire of Task 3 of Unit 2

Components	Means	Category
Goal	4,20	Good
Input	3,90	Good
Activity	3,75	Good
Learners' role	3,87	Good
Teachers' role	3,58	Good
Settings	3,55	Good

The table above shows that most of the task components are effective. However, the detailed analysis of the task components is presented below in order to know whether the task is effective or not.

a) Goal

The goal of task 3 is effective with the mean value 4,2. It means that $3.4 < X \leq 4.2$, so the component of the goal is 'good'. In this task, students were expected to understand about number. From the implementation occurred in the class 2 ELIN, the students did not have any difficulties in doing task 3. To support the result of the mean value of the questionnaire, the researcher conducted an interview and the following are the transcripts of the interview.

.....
 R: *sekarang kita lanjut ke task 3 ya. Ini sudah mulai ke audio.* (Now we go to the task 3. It already begun to an audio.)

A: *iya mbak.* (yes Miss).

R: *menurut kalian bagaimana goalnya?* (how about the goal?)

A: *sudah tercapai mbak, kita bisa membedakan angka-angka.* (It has been reached Miss, we could distinguish the numbers.)

.....
 (Appendix/ Interview Transcript Unit 2)

b) Input

In relations to input, this task is also effective with the mean value 3,90. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. Besides, the data from the questionnaire, the researcher collected other data such as interview. It can be seen in the following interview transcript.

.....
 R: *ada kesulitan tidak?* (Any difficulties?)

A: *tidak mbak cuman kita harus bener-bener jeli mbak.* (no Miss. We just was really careful Miss.)

F: *iya mbak soalnya pengucapan angka-angka tertentu hampir sama.* (yes Miss because certain the numbers of pronunciation is almost the same.)

.....
 (Appendix/ Interview Transcript Unit 2)

c) Activity

In relations to activity, task 2 is effective as well with the mean value 3,75. It means that the mean value is $3.4 < X \leq 4.2$, so the activity component in task three is 'good'. In task 3, the students choose the number based on the audio. It can be seen in the following interview transcript.

.....
 R: *bagaimana dengan aktifitasnya?* (how about the activities?)

A: *mudah mbak kita tinggal memilih yang sesuai dengan audionya.* (easy Miss we just choose according to the audio.)

.....
 (Appendix/ Interview Transcript Unit 2)

d) Learner Role

In relations to learner role, students seemed convenient with the classroom activity. It is also supported with the mean value 3,87. It means that $3.4 < X \leq 4.2$,

so the component is ‘good’. The teacher previously little bit explained the directions. According to student’s responses in the interview, he also agreed that the learner role has no problem in this discussion.

.....
R: *peranan siswanya bagaimana?* (how about the students?)

D: *asal siswanya fokus dengan audio yang ada, pasti bisa mbak mengerjakan dengan baik.* (if the students focus with audio, They would do it, Miss.)
.....

(Appendix/ Interview Transcript Unit 2)

e) Teacher Role

In line with learner role, the teacher role has no big deal with the students. They did not have any comments in these components. The mean value of teacher role is 3,58, so the component is ‘good’. By looking up to the following interview transcript, it can be seen that students also agreed with the result of the questionnaire.

.....
R: *kalau gurunya?* (how about the teacher?)

A: *baik juga. Menjelaskan dahulu apa yang akan kita lakukan dalam task ini.* (good. The teacher explain what we will do in this task.)
.....

(Appendix/ Interview Transcript Unit 2)

f) Setting

In terms of setting, task two is also effective with the mean value 3,55. It means that $3.4 < X \leq 4.2$, so it is ‘good’. Students can do the task individually. It can be seen in following interview transcript.

.....
R: *dalam task ini masih bisa dikerjakan secara individu kan?* (what do you think if the the task is done individually)

F: *bisa mbak.* (yes Miss)
.....

(Appendix/ Interview Transcript Unit 2)

In brief, it can be said that the six components in task 3 are all effective. Students could follow the implementation of task 1 very well. The students can do the task but the task needs carefulness.

4) Task 4

The result of the evaluation questionnaire of Task 4 can be seen in the following table.

Table 28: The Data of the evaluation Questionnaire of Task 4 of Unit 2

Components	Means	Category
Goal	4,13	Good
Input	3,61	Good
Activity	3,68	Good
Learners' role	3,98	Good
Teachers' role	3,55	Good
Settings	4,03	Good

The table above shows that most of the task components are effective. However, the detailed analysis of the task components is presented below in order to know whether the task is effective or not.

a) Goal

In relations to goal, task 4 is effective with the mean value 4.13. It means that $3.4 < X \leq 4.2$, so the component of goal is 'good'. In task 4, students were expected to be able to find the main idea of each conversation. In the implementation, they could do this well. To support the result of the mean value of the questionnaire, the researcher conducted an interview as follows.

.....
 R: *Kita lanjut task 4. Bagaimana menurut kalian?* (We go to task 4. What do you think?)
 A: *tidak masalah mbak. Sama seperti task 3 tadi, harus fokus ke audio juga.* (No problem Miss. It seems task 3, we should focus to the audio).
 R: *goalnya bagaimana?* (how about the goal?)
 F: *bagus mbak. Kita jadi tahu macam-macam tentang angka mbak.* (good. We learned all kinds of numbers Miss)

(Appendix/ Interview Transcript Unit 2)

b) Input

In relations to input, this task is effective with the mean value 3,61. It means that the mean value is between $3.4 < X \leq 4.2$, so the activity component in task four is 'good'. Therefore, the students did not have any difficulties in doing this task. The following are the interview transcripts data to support the result of the mean value of the questionnaire in task 4.

.....
 R: *inputnya?* (how about the input?)
 A: *sudah bagus, masih berhubungan disekitar kita dan ada yang sesuai dengan jurusan kita mbak.* (already good, is still associated all around us and there is according to our department Miss).

(Appendix/ Interview Transcript Unit 2)

c) Activity

In terms of activity, this task is also effective with the mean value 3,68. It means that $X > 4.2$, so the component of activity is 'good'. The activity itself seemed usual for students, so they just needed to focus to the audio and choose the answer. The following are the data of the interview.

.....
 R: *aktivitasnya bagaimana?* (how about activity?)
 A: *sudah bagus mbak dan mudah juga.* (It is already good and easier Miss)

(Appendix/ Interview Transcript Unit 2)

d) Learner Role

In relations to the learner role, task 11 is also effective with the mean value 3,98. It means that the mean value is between $3.4 < X \leq 4.2$, so the learner role component in task eleven is 'good'. The following are the data of the interview.

.....
R: *peranan siswa nya?* (What about the learner role?)

D: *menurut saya bisa mengerjakan soal ini dengan baik mbak.* (I think this task can do well Miss.)

.....
(Appendix/ Interview Transcript Unit 2)

e) Teacher Role

As well as the learner role, the teacher role is effective with the mean value 3,55. It means that the mean value is between $3.4 < X \leq 4.2$, so the teacher role component in task eleven is 'good'. The result of mean values can be supported by the following data.

.....
R: *bagaimana gurunya?* (How about the teacher?)

D: *membimbing kita dengan baik mbak.* (The teacher guiding us well Miss)

.....
(Appendix/ Interview Transcript Unit 2)

f) Setting

The last component is setting. In terms of setting, task 4 is effective with the mean value 4.03. It means that the mean value is between $3.4 < X \leq 4.2$, so the setting component in task eleven is 'good'. Here, the researcher made it in the individual work. The following is the result of the interview.

.....
R: *tidak masalah jika dilakukan secara individu kan?* (does it any problem if it is done individually?)

F: *tidak masalah mbak.* (No problem Miss)

.....
(Appendix/ Interview Transcript Unit 2)

In conclusion, the six components in task 4 are effective. All students seemed interested in doing this task. This task is almost seems with the task three so according them, this task is easy.

5) Task 5

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps: questionnaire and interview. However, it can also be seen in the field note, where the implementation of the materials implemented. By looking up the statistical data above, the researcher presents the descriptions of each component in task 5 as follows.

Table 29: The Data of the evaluation Questionnaire of Task 5 of Unit 2

Components	Means	Category
Goal	4,06	Good
Input	3,77	Good
Activity	3,72	Good
Learners' role	3,84	Good
Teachers' role	3,65	Good
Settings	3,94	Good

The table above shows that most of the task components are effective. However, the detailed analysis of the task components is presented below in order to know whether the task is effective or not.

a) Goal

In terms of goal, task 5 is effective with the mean value 4.06. It means that $3.4 < X \leq 4.2$, so the goal is 'good'. Task 5 provided students some statements

from audio and the students choose false or true. According to student's responses in the interview, they did like the task. The following are the interview transcripts of the interview.

.....
 R: *bagaimana dengan task 5?* (what about the task 5?)
 A: *kita bisa mengenal dan membedakan date mbak.* (we can recognize and distinguish date Miss)
 R: *susah gak?* (Is it difficult?)
 A: *termasuk soal yang medium.* (It is a medium questions Miss)

(Appendix/ Interview Transcript Unit 2)

b) Input

In relations to input, the activity in task five is effective with the mean value 3,77. It means that the mean value is between $3.4 < X \leq 4.2$, so the input component in task five is 'good'. The supporting data can be seen in the following interview transcripts.

.....
 R: *kalau inputnya?* (how about the input?)
 D: *Bagus. Kita harus tahu tentang konsep tanggal dan bulan.* (Good. We should know about the concept of the date and month.)

(Appendix/ Interview Transcript Unit 2)

c) Activity

In relations to activity, task 5 is effective with the mean value 3,72. It means that the mean value is between $3.4 < X \leq 4.2$, so the activity component in task five is 'good'. In task 5, the students had to choose false and true based on audio. Besides the data from the questionnaire, the researcher collected the other data, namely interview. The supporting data can be seen in the following interview transcript.

.....
 R: *aktivitasnya bagaimana?* (how about the activity)

A: *menarik mbak.* (Interesting Miss)

F: *mungkin di kasih contoh dulu mbak. Jadi kita bisa lebih paham maksudnya.* (perhaps you give example after instruction Miss. So we can better understand the meaning.)

(Appendix/ Interview Transcript Unit 2)

d) Learner Role

In relations to learner role, students seemed convenient with the classroom activity. It is also supported with the mean value 3,84. It means that $3.4 < X \leq 4.2$, so the component is 'good'. In this task, students are listening to the statements on the audio, and then they have to choose false or true. They can do it if they know the concept of month. The supporting data can be seen in the following interview transcript.

.....
 R: *peranana siswanya bagaimana?* (What about students role?)

A: *menurut saya, kalau siswanya fokus, bisa mengerjakan dengan baik mbak. Dalam task ini, harus tau konsepnya saja.* (I think that if students focus, they could do well Miss. In this task, must know the concept.)

(Appendix/ Interview Transcript Unit 2)

e) Teacher Role

The teacher explains the intruction about task 5. According to student's responses in the interview, he also agreed that the learner role has no problem in this discussion. In line with learner role, the teacher role has no big deal with the students. They did not have any comments in these components. The mean value of teacher role is 3,65, so the component is 'good'. By looking up to the interview transcript, it can be seen that students also agreed with the result of the questionnaire.

.....

R: *peranan gurunya bagaimana?* (What about the teachers' role?)

A: *sudah baik. Guru menjelaskan saat kita masih bingung dengan task ini mbak.* (Good. Teacher explains when we were still confused by this task Miss.)

.....

(Appendix/ Interview Transcript Unit 2)

f) Setting

In terms of setting, task two is also effective with the mean value 3,94. It means that $3.4 < X \leq 4.2$, so it is 'good'. Firstly, students listen to the audio, then they choose false or true in individually. It was supported by student's comment on setting component.

.....

R: *Bagaimana dengan sistem mengerjakan secara individu?* (What about do the task individually?)

D: *bagus mbak. Menurut saya, task ini masih bisa dikerjakan secara individu.* (Good. In my opinion, this task can still be done individually.)

.....

(Appendix/ Interview Transcript Unit 2)

In conclusion, all components in task five are effective. The students can do it well but they give advice to give an example in this task. It can be seen in the interview transcript above.

6) Task 6

The result of the evaluation questionnaire of Task 6 can be seen in the following table.

Table 30: The Data of the evaluation Questionnaire of Task 6 of Unit 2

Components	Means	Category
Goal	4,13	Good
Input	3,66	Good
Activity	3,76	Good

Learners' role	4,00	Good
Teachers' role	3,74	Good
Settings	4,32	Very Good

The table above shows that most of the task components are effective. However, the detailed analysis of the task components is presented below in order to know whether the task is effective or not.

a) Goal

In terms of goal, task 6 is effective with the mean value 4.13. It means that $3.4 < X \leq 4.2$, so the component of goal is 'good'. Task 6 provides a picture then the students complete them based on audio. The goal of this task is students can more understand the time and can differentiate them. The agreement of the student can also be looked at the interview transcript.

.....
R: *selanjutnya kita ke task 6 ya. Bagaimana menurut kalian?* (Next, we go to task 6. What do you think?)

A: *sudah bagus mbak.* (Already good, Miss.)

R: *bagaimana goalnya?* (What about the purpose?)

A: *sudah tercapai mbak. Kita bisa mengetahui tentang time.* (Already achieved Miss.. We can know about the time.)

D: *iya mbak.* (Yes Miss.)
.....

(Appendix/ Interview Transcript Unit 2)

b) Input

In relations to input, task 6 is effective with the mean value 3,66. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. The supporting data can be seen in the following interview transcript.

.....
 R: *Inputnya?* (What about the Input?)

A: *menarik mbak dan sesuai dengan keseharian kita juga.* (It is Interesting and in accordance with our daily, Miss.)

.....
 (Appendix/ Interview Transcript Unit 2)

c) Activity

In relations to activity, this task is effective as well with the mean value 3.76. It means that the mean value is between $3.4 < X \leq 4.2$, so the activity component in task six is 'good'. The activity for this task is the students draw the time based on the audio. The supporting data can be seen in the following interview transcript.

.....
 R: *Activitasnya bagaimana?* (What about the activity?)

F: *menarik mbak. Ada gambarnya dan kita harus melengkapi gambar jam tersebut.* (Interesting, Miss. There is a picture and we have to complete the time picture.)

.....
 (Appendix/ Interview Transcript Unit 2)

d) Learner Role

The next component is learner role. In terms of learner role, task 6 is effective with the mean value 4.00. It means that $3.4 < X \leq 4.2$, so the component of learner role is 'good'. The agreement of the student can also be looked at the interview transcript.

.....
 R: *peranan siswa?* (What about the students' role?)

A: *task ini kan ada dalam kehidupan kita sehari-hari, menurut saya, siswa bisa mengerjakan dengan baik.* (This task is in our daily life, in my opinion, students can do well.)

.....
 (Appendix/ Interview Transcript Unit 2)

e) Teacher Role

Although the mean value of the teacher role is lower than the learner role, it is also effective with the mean value 3.74. It means that the mean value is

between $X > 4.2$, so the teacher role component in task six is ‘very good’. The agreement of the student can also be looked at the interview transcript.

.....
 R: *peranan gurunya?* (What about the teachers’ role?)
 D: *sudah membimbing kita dengan baik mbak.* (Teacher guide us well Miss.)

(Appendix/ Interview Transcript Unit 2)

f) Setting

The last component is setting. In relations to setting, task 6 is effective with the mean value 4.32. It means that $X > 4.2$, so the component of setting is ‘very good’. The supporting data can be seen in the following interview transcript.

.....
 R: *Bagaimana dengan setting secara individu?* (What about the individual settings?)
 A: *menurut saya, tidak masalah mbak. Soal ini masih bisa dikerjakan secara individu.* (I think No problem, Miss. This task can still be done individually.)

(Appendix/ Interview Transcript Unit 2)

Those are six components of task 6. All are effective according to the result of the collected data.

7) Task 7

The result of the evaluation questionnaire of Task 6 can be seen in the following table

Table 31: The Data of the evaluation Questionnaire of Task 7 of Unit 2

Components	Means	Category
Goal	4.16	Good
Input	3,69	Good
Activity	3.67	Good
Learners’ role	4.16	Good
Teachers’ role	3.77	Good
Settings	4,16	Good

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data

through two steps, questionnaire and interview. By looking up the statistical data above, the researcher presents the descriptions of each component in task 7. In this section, the interview transcripts are presented after the analysis descriptions of components.

a) Goal

In relations to the goal, task 7 is effective with the mean value 4.16. It means that $3.4 < X \leq 4.2$, so the component of goal is ‘good’.

b) Input

In relations to input, task 7 is effective with the mean value 3.69. It means that $3.4 < X \leq 4.2$, so the component of input is ‘good’.

c) Activity

In terms of activity, this task is effective with the mean value 3.67. It means that $3.4 < X \leq 4.2$, so the component of activity is ‘good’.

d) Learner Role

In relations to learner role, this task is effective with the mean value 4.16. It means that $3.4 < X \leq 4.2$, so the component of learner role is ‘very good’. Here, the students had a bigger role than the teacher.

e) Teacher Role

As well as the learner role, the teacher role is also effective with the mean value 3.77. It means that $3.4 < X \leq 4.2$, so the component of teacher role is ‘good’.

f) Setting

The last component in this task is setting. In terms of setting, this task is effective as well with the mean value 4.16. It means that $3.4 < X \leq 4.2$, so the component of setting is 'good'.

In brief, it can be said that all components in task 7 are effective. It also can be seen in the following transcripts of interview.

.....
R: *Sekarang kita menuju ke task berikutnya yaitu task 7.* (Now we go to the next task, namely task 7.)

D: *sudah bagus mbak.* (Already good, Miss)

A: *tujuannya juga jelas, agar kita lebih mengenal tentang angka.* (The purpose is also clear, so that we know more about the numbers.)

R: *great. Bagaimana inputnya?* (It is great. What about the input?)

F: *menarik mbak. Karena waktu kan sering ada dalam kehidupan sehari-hari jadi mudah juga. Didukung dengan gambar jadi lebih menarik.* (Attractive Miss. Because of the time it is often in daily life so easy too. Supported by an image more attractive)

R: *kalau kegiatannya?* (What about the activity?)

D: *sudah baik mbak.* (It's already good. Miss)

A: *Ada gambar membuat menarik dan kita harus lebih fokus untuk mengetahui pernyataan mana yang sesuai dengan gambar.* (There are pictures to make attractive and we should be more focused to find out which statement is in accordance with the picture.)

R: *Berarti kalian merasa ini mudah?* (It means you feel it is easy?)

A: *iya termasuk medium mbak.* (Yes, includes medium task Miss.)

R: *bagaimana peranan siswa?* (How are the role of the students?)

A: *asal siswa fokus mendengarkan dan audio di ulang menurut saya, siswa bisa mengerjakannya mbak.* (If the students focus on audio, listen to audio, and repeated the audio they could do it, Miss.)

R: *iya pasti diulang paling ga 3 kali. Kalau peranan gurunya?* (Surely be repeated at least 3 times. How does the role of the teacher?)

F: *tidak masalah, sudah baik mbak dalam menyampaikan instruksi dalam task ini.* (No problem, it's good in delivering instruction in this task Miss.)

R: *apa kalian merasa kesulitan dalam mengerjakan secara individu?* (Do you find the difficult to do the individually?)

A: *tidak mbak, asal fokus saja dan suasana tenang.* (No Miss., as long as it focused and quiet atmosphere.)

.....
(Appendix/ Interview Transcript Unit 2)

8) Task 8

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. The supporting data are presented in the last

section after the descriptions of the components. The result of the evaluation questionnaire of Task 6 can be seen in the following table.

Table 32: The Data of the evaluation Questionnaire of Task 8 of Unit 2

Components	Means	Category
Goal	3.94	Good
Input	3.56	Good
Activity	3.61	Good
Learners' role	3.90	Good
Teachers' role	3.35	Fair
Settings	3.68	Good

a) Goal

In relations to the goal, task 8 is effective with the mean value 3.94. It means that $3.4 < X \leq 4.2$, so the component of goal is 'good'. In task 8, students are expected to understand the conversation from audio.

b) Input

In relations to input, this task is effective with the mean value 3.56. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. The input of this task is conversation in two public places.

c) Activity

In terms of activity, task 8 is effective with the mean value 3.61. It means that $3.4 < X \leq 4.2$, so the component of activity is 'good'. The activity in this task is answer the questions based on the audio.

d) Learner Role

In relations to learner role, this task is effective as well with the mean value 3.90. It means that $3.4 < X \leq 4.2$, so the component of learner role is 'good'. They argue that in this task, they must be focus so they can do it.

e) Teacher Role

Although the mean value of the teacher role is lower than the learner role, it was also effective with the mean value 3.35. It means that the mean value is $2.6 < X \leq 3.4$, so the teacher role component in task eight is 'fair'.

f) Setting

In terms of setting as the last component in this task, it is effective with the mean value 3.68. It means that $3.4 < X \leq 4.2$, so the component of setting is 'good'. In this task, they do the task individually.

It can be concluded that students in class 1 ELIN were interested in doing such a discussion. All components in this task are effective, the interview transcripts of the implementation can also support the result of the collected data.

.....
 R: *nah, sekarang kita ke task 8.* (Well, now we go to the task 8.)
 A: *waah ini termasuk susah mbak.* (It includes difficult Miss.)
 R: *susahnya di mana? Iya sebuah conversation dengan berbagai pertanyaan itu susah mbak.* (Which one? I think a conversation with some difficult questions Miss.)
 F: *butuh konsentrasi yang maksimal.* (Need maximum concentration.)
 R: *Bagaimana dengan goalnya?* (What about its goal?)
 A: *iya sesuai dengan apa yang dibahas mbak .* (It is appropriate with what is discussed, Miss.)
 R: *kalau inputnya?* (how about the input?)
 D: *sudah bagus mbak. Karena conversationnya itu masih lingkup keseharian kita.* (Already good Miss, because the conversation was still scope our daily)
 R: *aktifitasnya ?* (what about the activity?)
 A: *termasuk susah menurut saya. Tapi bagus kita bisa memahami inti yang ada dalam conversation.* (In my opinion, it is includes difficult. But we can understand the core is in the conversation.)
 D: *iya mbak. Saya juga.* (Yes Miss, me too.)
 A: *tetapi ini lebih mudah daripada yang di task 1. Kalau yang ini jawabannya lebih simple jadi kita bisa mengikutinya mbak.* (It is easier than in task 1. The answer is more simple task, so we can do it Miss.)

F: *iya mbak, trus satu conversation, pertanyaannya tidak sebanyak di unit 1. Bisa diikuti.* (Yes Miss., then in a conversation, the question is not as much in unit 1. Be followed.)

R: *kalau peranan siswanya?* (What about the learners' role?)

D: *audio sudah jelas, asal kita baca soal dan lebih memperhatikan audio, bisa mengerjakan dengan baik.* (Audio is clear, if we read the question and more attention to the audio, we can do the well.)

R: *peranan gurunya?* (How about the role of the teacher?)

A: *baik mbak. Audionya juga diulang kalau kita belum jelas.* (Well Miss.. The audio also repeated if we do not clear.)

R: *bagaimana dengan sistem mengerjakan secara individu?* (How about the system is do the tasks individually?)

D: *sebaiknya berpasangan mbak. Ini kan termasuk susah.* (Should be in pairs Miss. It's includes difficult.)

A: *iya mbak.* (Yes, Miss).

.....
(Appendix/ Interview Transcript Unit 2)

9) Task 9

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. The supporting data can also be seen in the interview transcript, where the implementation of the materials. The supporting data are presented in the last section after the descriptions of the components.

Table 33: The Data of the evaluation Questionnaire of Task 9 of Unit 2

Components	Means	Category
Goal	3.77	Good
Input	3.63	Good
Activity	3.58	Good
Learners' role	3.71	Good
Teachers' role	3.61	Fair
Settings	3.68	Good

a) Goal

In relations to the goal, task 9 is effective with the mean value 3.77. It means that $3.4 < X \leq 4.2$, so the component of goal is 'good'. They can understand the short talk from the audio.

b) Input

In relations to input, this task is effective with the mean value 3.63. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. The input of this task is about number and time.

c) Activity

In relations to activity, this task is effective with the mean value 3.58. It means that the mean value is between $3.4 < X \leq 4.2$, so the activity component in task nine is 'good'. The students listen to the audio then answered the comprehensive questions.

d) Learner Role

In terms of learner role, task 9 is effective as well with the mean value 3.71. It means that $3.4 < X \leq 4.2$, so the component of learner role is 'good'. Here, the learner role had a big portion. Students did the task by their selves.

e) Teacher role

In this task, the teacher could monitor the students in doing the task. The mean value of the teacher role is 3.61. It means that $3.4 < X \leq 4.2$, so the component of teacher role is 'good'.

f) Setting

The last component in this task is setting, the mean value of the setting in task 9 was 3.68 and it was effective. It means that $3.4 < X \leq 4.2$, so the component of setting is 'good'. They did it individually.

In brief, it can be said that all components in task 9 are effective based on the questionnaire results. Furthermore, there are some data of the results. The effectiveness of the components can be seen in the interview transcripts below.

.....
 R: kita ke task terakhir dalam unit ini. Task 9. (We go to the last task in this unit. Task 9.)
 A: hampir sama dengan task sebelumnya mbak. Kita juga jadi tahu situasi di stasiun. (It is almost the same as task before Miss. We also learned the situation at the station.)
 R: bagaimana inputnya? (How about the input?)
 A: bagus mbak. Kita jadi tahu bagaimana situasi di stasiun dan bagaimana bentuk informasi tentang suatu tempat. (good. We learned how the situation at the station and how the form of information about a place.)
 R: aktifitasnya bagaimana? (how about the activity?)
 F: susah mbak. Audio sudah jelas. Mungkin pertanyaannya jangan terlalu banyak mbak. (difficult Miss. The audio is clear. Maybe the question is not too much Miss.)
 D: iya mbak. Mungkin sekitar 2-3 pertanyaan. (yes Miss. Maybe about 2-3 questions.)
 A: biasanya kalau soal seperti ini kan buat reading mbak, kalau listening menurut saya masih susah. (This task usually for reading, Miss, I think for listening is still difficult.)
 R: baiklah. Terus bagaimana peranan siswa? (alright. Then what about the role of the students?)
 D: menurut saya susah mbak. Audio sudah jelas tetapi pertanyaan yang terlalu banyak mungkin siswa kesulitan mbak. (I think difficult Miss.. The audio is clear but the question is too much, maybe students have difficulty Miss..)
 R: menurut kalian bagaimana cara mengatasinya? (how do you think to overcome it?)
 A: mungkin bisa dengan mengurangi pertanyaan, atau jawaban dari pertanyaan dibuat simple mbak. (may be able to reduce the question, or the answer of the question is simple Miss.)
 R: jadi yang membuat susah pertanyaannya ya? (so that makes it very difficult question, isn't it?)
 A: iya mbak. Oia, mungkin dalam mengerjakan soal task ini dibuat berpasangan saja mbak. Jadi lebih mudah mbak. (yes Miss. Oia, maybe in doing this task are paired Miss. So it be easier.)
 R: ok. Terimakasih ya. (ok. Thank you)

.....
 (Appendix/ Interview Transcript Unit 2)

c. The Revision of the Unit 2

The data obtained from the statistical figures of the questionnaire results, the interview results, and the researcher's observations will be used to look at the feedback given by the students and to make improvements for draft of the designed materials. The following table presents the revision of the Unit 2 in the first implementation.

Table 34: The Revision of Unit 2

Name of Tasks	Components the need to be revised	Revisions
Task 1	Activity	The Intuitions should be change
Task 2	-	-
Task 3	-	-
Task 4	-	-
Task 5	Activity	Give the an example
Task 6	-	-
Task 7	-	-
Task 8	-	-
Task 9	-	-

By looking up the table of the revision above, the researcher can conclude that according to the figure of the statistical data of the questionnaire which is presented earlier, all components in task 1 upto task 9 are effective.

7. The Implementation, Evaluation, and Revision of the Designed Materials of Unit 3

After getting the expert judgment, the tasks were revised in some part based on the supervisors' suggestions. They became the draft that can be seen in Appendix.

a. The Implementation

The implementation of unit 3 was conducted in one meetings. The meeting was on Monday, February 11, 2013. The Implementation of this unit were followed by 31 students.

b. The Evaluation

After consulting with the first and second consultant, the researcher was ready to do the implementations to the students. There were 31 students as the respondents. The researcher distributed the questionnaire of the evaluation of each unit to the students after the implementation. The researcher consulted the result of the average mean values of each aspect in the second questionnaire in the table of qualitative data conversion that was provided in Chapter III to decide whether the draft of the tasks was very good, good, fair, poor, or very poor. When the data of the mean value show that the component is 'very good', good, or fair; it is effective already.

Here are the descriptive statistics of students to the first implementation of Unit 3.

Table 35. The Descriptive Statistics of Students' Responses to the Whole Unit 3

No.	Statement	N	Mean	Info
1.	The materials are able to help students in increasing their ability in English. Those suit their background study and their needs.	31	4.13	Good
2.	All tasks in unit 3 are able to support students in preparing themselves to have the real workplace.	31	4.00	Good
3.	The materials in unit 3 are based on students' needs.	31	3.74	Good
4.	Materials input in unit 3 are various.	31	3.90	Good
5.	Activities in unit 3 are various.	31	3.90	Good
6.	All tasks in unit 3 are arranged well, from	31	3.67	Good

	the dependent tasks to the independent ones.			
7.	All tasks in unit 3 are arranged well, from the easiest to the most difficult.	31	3.55	Good
8.	The language used in unit 3 is understandable.	31	3.67	Good
9.	The instruction in each task is clear, so that it is understandable.	31	3.84	Good
10.	The appearances of unit 3 are eye-catching.	31	3.67	Good
11.	The arrangement of unit 3 is arranged well and easy to follow.	31	3.55	Good
12.	The title of unit 3 helps students to predict what topic they will learn.	31	3.84	Good
13.	The introduction of unit 3 helps students to know the objective of the learning process.	31	3.51	Good

According to the second questionnaire given to the students, all components of the whole Unit 3 are effective. Besides gathering information through questionnaire, the researcher got the other data from interview. Here are the descriptions of each component of the whole Unit 3.

1) **Goal**

In terms of goal, the whole Unit 3 is effective. It is represented in statement number one, two, and thirteen in the second questionnaire. The results of the mean value of goal statements are 4.13 for statement number one, 4.00 for statement number two, and 3.51 for statement number thirteen. According to *Quantitative Data Conversion* proposed by Sudijono (2003: 335), the goal

statements in all numbers are 'good' because $3.4 < X \leq 4.2$. The data further will be supported by the interview.

2) Input

In relations to input, the whole Unit 3 is effective. The input statements are represented in number 3, 4, 8, 9, 10, and 12. The results of the mean value of the input statements are 3.74 for statement number three, 3.90 for statement number four, 3.67 for statement number eight and ten, 3.84 for statement number nine, and twelve. All statements are 'good' with the range $3.4 < X \leq 4.2$. To make sure that the data are all effective, the researcher conducted an interview.

3) Activity

In relations to activity, the second questionnaire provided four statements, i.e. number 5, 6, 7, and 11. Score 3.90 and 3.67 are the mean value of number 5 and 6, and 3.55 for number 7 and 11 so the statements are 'good'. Therefore, the all activity statements are effective according to the result of the second questionnaire. It can also be seen in the interview transcripts.

4) Learner role, Teacher role, and Setting

For the whole unit the learner role, teacher role, and setting can be seen as the whole. The following statistical and descriptive data will represent those. In general, there was no big problem dealing with these in each task.

The following are the supporting data in form of interview transcript for the whole Unit 3.

.....

R: menurut kalian bagaimana dengan unit 3 secara keseluruhan? (how do you think about the third unit as a whole?)

A: sudah bagus mbak. Tujuannya sudah jelas untuk mengenalkan kita berbagai macam obyek, ciri-cirinya, dan profesi seseorang. (it has been good. The goal is clear. This unit introduces us to a variety of objects, their characteristics, and profession.)

R: kalau inputnya? (how about the input?)

D: bagus juga mbak. Materinya sesuai dengan jurusan kita. Banyak kosakata yang sering kita temukan dalam kehidupan kita sehari-hari. (nice as well. The material is in accordance with our department. A lot of vocabulary that we often find in our daily life.)

F: audionya juga sudah jelas mbak. (the audio was also clear Miss.)

R: aktivitasnya bagaimana? (how about the activity?)

A: menarik mbak, banyak gambar dan tidak terlalu sulit. (interesting Miss, a lot of pictures and not too difficult.)

R: kalau peranan siswanya dalam unit ini, kesulitan tidak? (the role of students in this unit, is it difficult?)

A: kalau audio jelas, diulang bisa mbak. Aktivitas tiap tasknya juga tidak begitu sulit. (If the audio clear, It will be repeated then each task activity is also not that difficult.)

R: gurunya bagaimana? (how about the teacher?)

D: sudah baik mbak dalam menjelaskan. (already well on explain the intructions.)

R: kesulitan dalam mengerjakan secara individu? (Is it difficult to work in individually?)

F: tidak masalah asal focus pada audionya. (it does not matter as long as the focus on audio.)

.....

(Appendix/ Interview Transcript Unit 3)

1) Task 1

The result of the evaluation questionnaire of Task 1 can be seen in the following table.

Table 36: The Data of the evaluation Questionnaire of Task 1 of Unit 3

Components	Means	Category
Goal	4,16	Good
Input	3,70	Good
Activity	3,76	Good
Learners' role	3,71	Good
Teachers' role	3,45	Good
Settings	3.84	Good

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire, and interview. However, it can also be seen in the note that will be presented in the last paragraph after the descriptions of all

components in a task, where the implementation of the materials happened. By looking up the statistical data above, here are the descriptions of each component in task 1.

a) Goal

The goal of task 1 is effective with the mean value 4.16. It means that $3.4 < X \leq 4.2$, so the component of the goal is 'good'. In this task, students were expected to know the name of the object. From the observation while the implementation occurred in the class of 1 ELIN, the students did not have any difficulties in doing task 1.

b) Input

In terms of input, this task is also effective with the mean value 3.70. It means that the mean value is between $3.4 < X \leq 4$, so the component of input is 'good'. In task 1, it provided a picture, then students have to match the picture with the name of the object. To make sure that the data of the questionnaire is valid, the researcher conducted an interview with students.

c) Activity

The next is dealing with activity. The activity in this task is also effective with the mean value 3.76. It means that the $3.4 < X \leq 4.2$ and it is 'good'. According to the students' opinion, this task is quite interesting for them. It can be seen in this following interview transcript after the implementation.

d) Learner Role

In terms of learner role, this task is also effective with the mean value 3.71. It means that $3.4 < X \leq 4.2$, so the component is 'good'. While the implementation occurred, the students were so nice. They did a task by a task well. In this task, students were expected to be independent learners.

e) Teacher Role

In line with learner role, the teacher role was also effective with mean value 3.45. It means that the mean value is between $3.4 < X \leq 4.2$ and it is 'good'.

f) Setting

In terms of setting, this task is effective according to the data taken from second questionnaire. The mean value is 3.84 and it means that $3.4 < X \leq 4.2$, so the setting is 'good'. Setting is dealing with individuals.

In brief, it can be said that the six components in task 1 are all effective. Students could do the implementation of task 1 very well. They seemed enthusiastic in doing this task. However, to make task 1 better than before, the researcher conducted an interview to the students. The following are the transcripts of interview for task 1 Unit 3.

R: Kita mulai ke unit 3. Dari task 1 ya. Kalian pasti ga asing ya dengan kata-kata di task 1?

(We begin to unit 3. From the task 1 yes. You must be familiar with the words in task 1?)

A: hmm iya tapi mungkin ada satu dua gitu yang masih asing. (hmm yes but there may be one or two that unfamiliar).

R: mungkin jarang digunakan ya? (perhaps rarely use it?)

All: iya (yes Miss)

R: menurut kalian gimana dengan task 1? (how do you think the first task?)

A: termasuk soal yang mudah mbak. (including easy task Miss.)

R: nah, menurut kalian gimana goalnya? (nah, do you think how the goal?)

A: *udah bagus mbak, task 1 menggambarkan apa yang akan kita bahas mbak.* (already good Miss, task 1 illustrates what we will discuss Miss.)

R: *ok. Gimana inputnya?* (ok. How about the inputs?)

D: *sesuai dengan jurusan kita mbak jadi kita tidak asing dengan kosa katanya.* (according to our majors so we are familiar with the vocabulary Miss.)

R: *kalau aktifitasnya bagaimana?* (What about the activity?)

F: *menarik mbak, ada gambarnya.* (Interesting Miss because there are the pictures.)

R: *kalau peranan siswanya gimana dalam task ini?* (how about the students' role in this task?)

A: *saya rasa siswa bisa mengerjakan soal ini dengan baik mbak.* (I think the students can work on this task very well Miss.)

R: *kalau gurunya?* (how about the teacher?)

A: *sudah bagus. Sudah memberi instruksi jelas mbak.* (already good. The teacher gives instructions clearly, Miss.)

R: *apakah kesulitan jika ini dikerjakan secara individu?* (Is difficulty if this done individually?)

A: *Tidak Mbak.* (No miss)

.....
(Appendix/ Interview Transcript Unit 3)

2) Task 2

The result of the evaluation questionnaire of Task 2 can be seen in the following table.

Table 37: The Data of the evaluation Questionnaire of Task 2 of Unit 3

Components	Means	Category
Goal	3.77	Good
Input	3.75	Good
Activity	3.89	Good
Learners' role	3.81	Good
Teachers' role	3.64	Good
Settings	4.26	Very Good

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire, and interview. By looking up the statistical data above, the researcher presents the descriptions of each component in task 2 below.

a) Goal

In terms of goal, task 2 is effective with the mean value 3.77. It means that $3.4 < X \leq 4.2$, so the goal is 'good'. Task 2 provided students a statements and picture then they have to mach it. According to student's responses in the interview, they did like the task.

b) Input

In relations to input, the activity in task two is also effective with the mean value 3.75. It means that the mean value is between $3.4 < X \leq 4.2$, so the input component in task two is 'good'. In this task, the input of this task was kinds of shape and color. Besides the data from the questionnaire, the researcher collected other data such as interview which are presented after the descriptions of the components.

c) Activity

In relations to activity, task 2 is effective as well with the mean value 3.89. It means that the mean value is between $3.4 < X \leq 4.2$, so the activity component in task two is 'good'. In task 2, the students had to match statements with the picture. Besides the data from the questionnaire, the researcher collected the other data such as interview.

d) Learner Role

In relations to learner role, students seemed convenient with the classroom activity. It is also supported with the mean value 3.81. It means that $3.4 < X \leq 4.2$, so the component is 'good'. The teacher previously little bit explained the

materials about directions. According to student's responses in the interview, he also agreed that the learner role has no problem in this discussion.

e) Teacher Role

In line with learner role, the teacher role has no big deal with the students.. The mean value of teacher role is 3.64, so the component is 'good'. By looking up to the following interview transcript, the researcher proves that the students also agreed with the result of the questionnaire.

f) Setting

In terms of setting, task two is also effective with the mean value 4.26. It means that $X > 4.2$, so it is 'very good'. In this section, students were doing the task individually. Furthermore, the supporting data are not only questionnaire but also interview. The following interview transcripts.

.....
R: *Sekarang kita ke task 2. Bagaimana menurut kalian?* (Now we are go to the second task. What do you think?)

A: *task 2 mudah mbak.* (task 2 is easy, Miss)

R: *gimana goalnya?* (how about the goal?)

D: *udah bagus mbak, kita jadi tahu berbagai macam bentuk dan warna.* (Already good Miss., so we know a variety of shapes and colors.)

R: *trus kita ke input. Menurut kalian gimana?* (We continue to the input. what do you think about this?)

F: *sudah cukup bagus mbak. Menarik ada gambarnya.hehe* (good enough Miss. It is Interesting because there were images. Hehe)

A: *iya mbak, kosakatanya juga mudah.* (yes Miss, the vocabulary is easy too)

R: *kalian lebih suka kalau ada gambarnya ya?* (do you prefer it if there were images?)

D: *iya mbak.* (Yes Miss.)

R: *kalau kegiatannya gimana?* (how about the activity?)

F: *mudah mbak, tinggal mencocokkan saja.* (Easy, just match it.)

R: *bagaimana peranan siswanya?* (What about the students' role?)

D: *menurut saya, siswa bisa mengerjakan task ini mbak, karena termasuk mudah.* (I think students can do this task Miss., because it is easy.)

R: *kalau gurunya gimana?* (How about the teachers' role?)

A: *guru selalu memberi penjelasan sebelum kita mengerjakan task mbak.* (The teacher always gives an explanation before we work on the task, Miss.)

R: *ok. Menurut kalian gimana kalau dalam task ini, dikerjakan secara individu?* (Ok. How do you think that in this task, Can you do individually?)

D: *tidak masalah mbak.* (No problem Miss)

.....
(Appendix/ Interview Transcript Unit 3)

3) Task 3

The result of the evaluation questionnaire of Task 3 can be seen in the following table.

Table 38: The Data of the evaluation Questionnaire of Task 3 of Unit 3

Components	Means	Category
Goal	3.97	Good
Input	3.71	Good
Activity	3.73	Good
Learners' role	3,67	Good
Teachers' role	3,71	Good
Settings	3.90	Good

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire, and interview. By looking up the statistical data above, the researcher presents the descriptions of each component of task 3. In this section, the interview transcripts are presented after the analysis descriptions of components.

a) Goal

In terms of goal, task 3 is effective with the mean value 3.97. It means that $3.4 < X \leq 4.2$, so the component of goal is 'good'. This task allows students to listen to the audio and then choose the word based on audio. The goal of this task is to give students comprehension the vocabulary of the objects.

b) Input

In relations to input, task 3 is effective with the mean value 3.71. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. The input in task 3 is in form of listening audio and statements.

c) Activity

In relations to activity, task 3 is effective as well with the mean value 3.73. It means that the mean value is between $3.4 < X \leq 4.2$, so the activity component in task three is 'good'. The activity in this task was the students have already listened to the word from the audio then choose the word in the box based on audio.

d) Learner Role

In terms of learner role, task 3 is also effective with the mean value 3.67. It means that $3.4 < X \leq 4.2$, so the component of the learner role is 'good'. Most of them did not have any problem with their role in the classroom.

e) Teacher Role

As well as the learner role, the teacher role is also effective with the mean value 3.71. It means that the mean value is between $3.4 < X \leq 4.2$, so the teacher role component in task three is 'good'.

f) Setting

The last component is setting. In the term of setting, this task is also effective with the mean value 3.90. It means that $3.4 < X \leq 4.2$, so the component

of setting is ‘good’. In the teaching and learning process, the students did the task individually. All components in task 3 are effective. Students could do the task well. The interview transcripts will support the statistical data of this task.

.....
 R: *kita lanjut ke task 3. Bagaimana menurut kalian?* (We go to task 3. What do you think?)
 A: *dalam task ini harus fokus mbak.* (In this task should be focus Miss.)
 F: *iya mbak, harus benar-bener teliti.* (Yes Miss, should really thorough.)
 R: *gimana goalnya?* (How about the goal)
 A: *bagus mbak, kita bisa membedakan kosakata satu dan lainnya.* (good Miss, we can distinguish each other vocabulary.)
 R: *kalau kegiatannya gimana?* (how about the activity?)
 A: *menurut saya mudah tapi harus benar-bener fokus pada audio mbak. Karena kata yang satu ma satunya hampir mirip pengucapannya.* (I think easy but had to really focus on audio Miss, because some words are almost similar pronunciation.)
 D: *audio juga udah jelas kuk mbak, jadi kita bisa lebih mudah.* (Audio is also already clear Miss, so we can more easily).
 R: *bagaimana peranana siswanya?* (what about the role of students?)
 A: *jika mereka fokus dan tenang mendengarkan audionya, mereka bisa mbak.* (if they are focused and quietly listened to the audio, they can do it Miss.)
 R: *kalau gurunya bagaimana?* (how about tje teacher?)
 F: *sudah baik mbak. Menjelaskan sebelum kita mengerjakan soal.* (already well Miss. The teacher explain before we do it.)
 R: *kesulitan ga dalam mengerjakan secara individu?* (Is there any difficulty in working individually?)
 A: *tidak Mbak.* (No Miss.)

.....
 (Appendix/ Interview Transcript Unit 3)

4) Task 4

The result of the evaluation questionnaire of Task 4 can be seen in the following table.

Table 39: The Data of the evaluation Questionnaire of Task 4 of Unit 3

Components	Means	Category
Goal	4.06	Good
Input	3.71	Good
Activity	3.79	Good
Learners' role	3,80	Good
Teachers' role	3,48	Good
Settings	4.20	Good

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire, and interview. By looking up the statistical data above, the researcher presents the descriptions of each component in task 4. In this section, the interview transcripts and fieldnote are presented after the analysis descriptions of components.

a) Goal

In relations to goal, task 4 is effective with the mean value 4.06. It means that $3.4 < X \leq 4.2$, so the component of goal is 'good'. In this task, students expected to differentiate characteristics of some people.

b) Input

In terms of input, task 4 is also effective with the mean value 3.71. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. The input of this task is pictures that have different characteristics.

c) Activity

In relations to activity, task 4 is also effective with the mean value 3.79. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. For the activity, the students may listen to the audio, then give a tick one of picture that the characteristicks the picture based on audio.

d) Learner Role

In relations to learner role, this task is also effective with the mean value 3.80. It means that the mean value is between $3.4 < X \leq 4.2$, so the learner role component in task four is 'good'.

e) Teacher Role

In line with learner role, the teacher role was also effective although the mean value is lower, i.e. 3.48. It means that the mean value is between $3.4 < X \leq 4.2$, so the teacher role component in task four is 'good'. Here, the teacher only guided the students to do the tasks. In doing the implementation, it was no big problem dealing with these two components. The interview transcripts below represent the descriptions of student's agreement to the result of the questionnaire.

f) Setting

The last component is setting. In relations to this, task 4 is effective as well with the mean value 4.20. It means that $3.4 < X \leq 4.2$, so the component of setting is 'good'. In this task, students do it individually.

In brief, it can be concluded that the six components in task 4 are effective. the students did not have any difficulties in doing this task. As can be seen it in the interview transcript below.

.....
 R: *kita ke task 4 ya. Bagaimana menurut kalian?* (We go to task 4. What do you think?)
 D: *mudah mbak.* (Easy Miss)
 R: *bagaimana menurut kalian goalnya?* (how do you think the goal?)
 A: *sudah baik mbak. Kita bisa membedakan karakteristik seseorang.* (Already well Miss. We can distinguish the characteristics of someone.)
 R: *kalau inputnya bagaimana?* (How about the input?)
 F: *menarik mbak. Ada gambarnya juga jadi kita bisa lebih mudah membedakannya.* (Interesting, Miss. There are pictures so we can more easily tell the difference.)

A: *audio juga jelas mbak.* (Audio is also clear Miss.)

R: *kalau kegiatannya gimana?* (What about the activity?)

A: *bagus mbak. Kita memilih jawaban sesuai dengan audionya.* (Good Miss. We choose an answer according to the audio.)

D: *audio nya juga sudah jelas mbak jadi mudah.* (Audio is also already clear Miss, so we can more easily).

R: *peranan siswanya bagaimana?* (how about the students' role?)

F: *bisa mengerjakan dengan baik mbak karena ini termasuk soal yang masih mudah.* (can do this task well Miss because it includes questions that are still easy.)

R: *gurunya?* (and the teacher?)

A: *bagus mbak. Selalu menjelaskan jika kita masih bingung.* (Good Miss. The teacher always explain if we are still confused)

R: *kalau dikerjakan secara individu bagaimana?* (how about worked individually?)

A: *tidak masalah mbak.* (No problem Miss).

.....
(Appendix/ Interview Transcript Unit 3)

5) Task 5

The result of the evaluation questionnaire of Task 5 can be seen in the following table.

Table 40: The Data of the evaluation Questionnaire of Task 5 of Unit 3

Components	Means	Category
Goal	4.06	Good
Input	3.74	Good
Activity	3.80	Good
Learners' role	3,81	Good
Teachers' role	3,74	Good
Settings	3.71	Good

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire and interview. By looking up the statistical data above, the researcher presents the descriptions of each component in task 5. In this section, the interview transcripts are presented after the analysis descriptions of components.

a) Goal

In terms of goal, task 5 is effective with the mean value 4.06. It means that the mean value is between $3.4 < X \leq 4.2$, so the goal component in task five is 'good'. This task has a purpose the students can differentiate object characteristics based on audio.

b) Input

In relations to input, this task is also effective with the mean value 3.74. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. Input in task 5 is related to students' background study. There are pictures related to ELIN students' background study.

c) Activity

In terms of activity, task 5 is effective with the mean value 3.80. It means that the mean value is between $3.4 < X \leq 4.2$, so the activity component in task five is 'very good'.

d) Learner Role

In terms of learner role, this task is also effective with the mean value 3.81. It means that $3.4 < X \leq 4.2$, so the component of learner role is 'good'. In this task, students need more focus to do the task.

e) Teacher Role

In line with the learner role, the teacher role of task 5 was effective as well, with the mean value 3.74. It means that $3.4 < X \leq 4.2$, so the component of

teacher role is ‘good’. Both learner and teacher were doing their own position well.

f) Setting

The last component in task 5 is setting. In relation to setting, task 5 is effective with the mean value 3.71. It means that $3.4 < X \leq 4.2$, so the component of setting is ‘good’. In this task, students had to work.

Those are six components of task 5. All are effective according to the results of the collected data. The supporting data can also be seen in the interview.

.....
R: *Kita lanjut ke task berikutnya, task 5. Bagaimana menurut kalian?* (We go to the next task, task 5. What do you think?)

A: *tujuannya sudah tercapai mbak, sesuai dengan jurusan kita.* (the goal has been reached Miss, according to our department.)

R: *bagaimana inputnya?* (how about the input?)

D: *menarik mbak, berbagai macam gambar yang kita sudah tidak asing.* (Interesting Miss, all kinds of images we are familiar.)

R: *kalau kegiatannya?* (how about the activity?)

A: *menarik mbak. Kita harus mengetahui banyak kosa kata juga mbak.* (Interesting, Miss. We have to know much vocabulary as well Miss.)

F: *iya mbak, kalau kita tahu banyak kosakata, task ini mudah mbak.* (yes Miss, if we know a lot of vocabulary, the task is easy Miss.)

R: *kalau peranan siswanya?* (How about the students’ role?)

D: *Audio sudah jelas, jadi saya rasa tidak ada masalah dan siswa bisa mengerjakan dengan baik mbak asal mereka lebih fokus dan teliti mendengarkan audionya.* (Audio is clear, so I do not think there is a problem and students can do well, Miss but they are more focus and listening to audio carefully.)

R: *kalau gurunya?* (how about the teacher?)

A: *udah bagus mbak, tidak ada masalah.* (Good Miss, No Problem.)

R: *kalian kesulitan ga kalau dikerjakan secara individu?* (Is there any difficulty in working individually?)

F: *tidak Miss. Masih bisa dikerjakan secara individu.* (No Problem Miss. It still can be done individually.)

.....
(Appendix/ Interview Transcript Unit 3)

6) Task 6

The result of the evaluation questionnaire of Task 6 can be seen in the following table.

Table 41: The Data of the evaluation Questionnaire of Task 6 of Unit 3

Components	Means	Category
Goal	4.10	Good
Input	3.71	Good
Activity	3.72	Good
Learners' role	3.97	Good
Teachers' role	3.61	Good
Settings	4.23	Very Good

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire and interview. By looking up the statistical data above, the researcher presents the descriptions of each component in task 6. In this section, the interview transcript and fieldnote are presented after the analysis descriptions of components.

a) Goal

In terms of goal, task 6 is effective with the mean value 4.10. It means that $3.4 < X \leq 4.2$, so the component of goal is 'good'. Here the students can know kinds of jobs/professions based on the charecteristics from the audio.

b) Input

In terms of input, this task is also effective with the mean value 3.71. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. In task 6, the input was the audio about job.

c) Activity

In relations to activity, this task is effective as well with the mean value 3.72. It means that the mean value is between $3.4 < X \leq 4.2$, so the activity component in task six is 'good'. The activity for this task is guessing the job from someone based on the audio.

d) Learner Role

The next component was learner role. In terms of learner role, task 6 is effective with the mean value 3.97. It means that $3.4 < X \leq 4.2$, so the component of learner role is 'good'.

e) Teacher Role

Although the mean value of the teacher role is lower than the learner role, it is also effective with the mean value 3.61. It means that the mean value is between $3.4 < X \leq 4.2$, so the teacher role component in task six is 'good'.

f) Setting

The last component is setting. In relations to setting, task 6 is effective with the mean value 4.23. It means that $X > 4.2$, so the component of setting is 'very good'. It is in individually.

The six components are effective according the result of the questionnaire, the interview transcript that can be seen below.

R: *Nah, kita ke task 6. Menurut kalian susah ga task 6 ini?* (Well, we go to task 6. Is it difficult?)
 F: *tidak Miss, kita tinggal menebak yang ada di audio saja.* (No Miss, we just guess that is in audio.)

R: *gimana goalnya?* (How about the goal?)

A: *sudah jelas Miss. Kita jadi tahu macam-macam profesi orang Miss.* (already clear Miss. We learn about all kinds of professions people, Miss.)

R: *kalau inputnya?* (how about the input?)

F: *sudah bagus Miss. Jenis profesinya masih ada di sekitar kita.* (Already good, Miss. Type of the profession is still around us.)

D: *sudah bagus mbak, mungkin audionya yang sedikit kurang jelas mbak.* (Already good, Miss. I think it less clear audio.)

R: *kalau kegiatannya?* (How about the activity?)

A: *menarik mbak, kita menebak berbagai macam profesi seseorang dari ciri-cirinya.* (Interesting Miss, we're guessing a variety of someone professions from their characteristics.)

R: *peranan siswanya gimana?* (how about the students' role?)

D: *menurut saya mereka bisa mengerjakannya mbak, mungkin audionya lebih diperjelas saja mbak.* (I think they could do Miss, probably the audio is further clarified Miss.)

R: *kalau gurunya?* (how about the teacher?)

A: *tidak masalah dengan gurunya mbak, sudah bagus kuk.* (no problem with the teacher, it's good.)

R: *bagaimana menurut kalian pengerjakan secara individu?* (how do think about work individually?)

F: *tidak masalah mbak. Masih bisa dikerjakan secara individu.* (No problem Miss. It still can be done individually.)

.....
(Appendix/ Interview Transcript Unit 3)

7) Task 7

The result of the evaluation questionnaire of Task 7 can be seen in the following table.

Table 42: The Data of the evaluation Questionnaire of Task 7 of Unit 3

Components	Means	Category
Goal	4.26	Very Good
Input	3.82	Good
Activity	3.72	Good
Learners' role	3,90	Good
Teachers' role	3,58	Good
Settings	3.87	Good

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire, and interview. By looking up the statistical data above, the researcher presents the descriptions of each component in task 7. In

this section, the interview transcript and fieldnote are presented after the analysis descriptions of components.

a) Goal

In relations to the goal, task 7 is effective with the mean value 4.26. It means that $X > 4.2$, so the component of goal is 'good'. In this task, students can identify the picture.

b) Input

In relations to input, task 7 is effective with the mean value 3.82. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. The input of this task is pictures about people activities and objects

c) Activity

In terms of activity, this task is effective with the mean value 3.72. It means that $3.4 < X \leq 4.2$, so the component of activity is 'good'. The activity of this task is the students choose the statement that telling the pictures.

d) Learner Role

In relations to learner role, this task is also effective with the mean value 3.90. It means that mean values is $3.4 < X \leq 4.2$, so the component of learner role of the task is 'good'.

e) Teacher Role

As well as the learner role, the teacher role is also effective with the mean value 3.58. It means that $3.4 < X \leq 4.2$, so the component of teacher role of the task is 'good'.

f) Setting

The last component in this task is setting. In terms of setting, this task is effective as well with the mean value 3.87. It means that $3.4 < X \leq 4.2$, so the component of setting is 'good' for the task. In this task, the students do it individually.

In brief, it can be said that all components in task 7 is effective. It can be seen in the following transcripts of interview.

.....
 R: kita lanjut ke task 7 ya. Bagaimana pendapat kalian? (We go to task 7. What do you think?)
 A: jenis soal ini ada juga di unit 1 dan 2 ya mbak. Bagus mbak. (This type of task was also in units 1 and 2 Miss. Good Miss.)
 D: iya mbak, di task ini juga tujuannya dah bagus, kita bisa mengidentifikasi suatu gambar. (Yes Miss, in this task the goal is good enough, we can identify an image.)
 R: sulit ga menurut kalian? (is it difficult?)
 F: tidak mbak, gambarnya juga jelas kuk mbak. (No Miss. The picture is also clear.)
 R: kalau inputnya bagaimana? (How about the input?)
 A: menarik mbak. Materi masih disekitar kita jadi kita tidak kesulitan mengidentifikasi gambar tersebut. (Interesting, Miss. The material is all around us so we had no trouble identifying the image.)
 R: kalau kegiatannya bagaimana? (How about the activity?)
 D: tidak masalah mbak, menarik ada gambar dan kita tinggal memilih yang sesuai dengan gambar tersebut. (No problem Miss, it's interesting because there are pictures and we just choose according to the picture.)
 R: peranan siswanya dalam task ini gimana? (What about the students' role in this task?)
 F: dalam task ini dibutuhkan ketelitian dalam mengidentifikasi gambar dan fokus mendengarkannya, menurut saya tidak masalah mbak. (This task needed the accuracy in identifying image and focus to listen, in my opinion does not matter.)
 A: iya mbak, audio juga sudah jelas mbak. (Yes Miss, audio was also clear.)
 R: kalau gurunya? (How about the teacher?)
 D: tidak masalah mbak. Seperti biasa selalu menjelaskan sebelum mengerjakan task ini. (No problem Miss. As usual, the teacher always explained before doing this task.)

R: *pengelompokkan secara individu, menurut kalian gimana?* (grouping individually, how do you think?)

A: tidak masalah mbak. (No problem, Miss).

.....
(Appendix/ Interview Transcript Unit 3)

8) Task 8

The result of the evaluation questionnaire of Task 8 can be seen in the following table.

Table 43: The Data of the evaluation Questionnaire of Task 8 of Unit 3

Components	Means	Category
Goal	4.00	Good
Input	3.63	Good
Activity	3.59	Good
Learners' role	3.58	Good
Teachers' role	3.35	Fair
Settings	3.68	Good

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire, and interview. By looking up the statistical data above, the researcher presents the descriptions of each component in task 8. In this section, the interview transcript and fieldnote are presented after the analysis descriptions of components.

a) Goal

In relations to the goal, task 8 is effective with the mean value 4.00. It means that $3.4 < X \leq 4.2$, so the component of goal is 'good'. In this task, the students expected to understand the conversation from the audio.

b) Input

In relations to input, task 8 is effective with the mean value 3.63. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. The input of this task is conversation about characteristics of people and object from the audio.

c) Activity

In terms of activity, this task is effective with the mean value 3.59. It means that $3.4 < X \leq 4.2$, so the component of activity is 'good'. The activity for the tasks is the students listen to the audio and answer some questions.

d) Learner Role

In relations to learner role, this task is also effective with the mean value 3.58. It means that mean values are $3.4 < X \leq 4.2$, so the component of learner role of the task is 'good'.

e) Teacher Role

As well as the learner role, the teacher role is also effective with the mean value 3.35. It means that $2.6 < X \leq 3.4$, so the component of teacher role is 'fair'.

f) Setting

The last component in this task is setting. In terms of setting, this task is effective as well with the mean value 3.68. It means that $3.4 < X \leq 4.2$, so the component of setting is 'good'. In this task, the students were done it individually.

In brief, it can be said that all components in task 8 is effective. It can be seen in the following transcripts of interview.

.....

R: sekarang kita ke task 8. (Now, we go to task 8).
A: sudah bagus mbak. kita bisa memahami conversation yang ada. Audio juga jelas mbak. (It is good enough, Miss. we can understand the conversation. The audio is also clear Miss.)
F: iya mbak, pertanyaannya juga lebih mudah daripada unit sebelumnya. (Yes Miss, the questions are also easier than the previous unit.)
R: kalau materinya? (What about the material?)
F: sudah bagus mbak. Mudah dipahami juga. (It is good enough Miss. Easy to understand as well.)
R: kegiatannya gimana? (How about the activity?)
A: Sudah bagus mbak. Pertanyaannya juga tidak terlalu banyak dan mudah dipahami. (It's good Miss. The question is not too much and easy to understand.)
R: peranan siswanya bagaimana? (How about the students' role?)
F: bisa mbak mengerjakan task ini jika mereka mendengarkan audionya lebih fokus dan audio di ulang. (Can do this task if they more focus when listen to audio and the audio is repeated.)
R: iya pasti diulangi. (Certainly be repeated.)
R: kalau gurunya bagaimana? (What about the teacher?)
D: sudah baik mbak. Memberi penjelasan dengan jelas. (Already well Miss. Explain clearly.)
R: kesulitan ga kalau dikerjakan secara individu? (Is it difficult if it done individually?)
F: tidak mbak. (No Miss.)

.....

(Appendix/ Interview Transcript Unit 3)

9) Task 9

The result of the evaluation questionnaire of Task 9 can be seen in the following table.

Table 44: The Data of the evaluation Questionnaire of Task 9 of Unit 3

Components	Means	Category
Goal	3.97	Good
Input	3.68	Good
Activity	3.57	Good
Learners' role	3.55	Good
Teachers' role	3.64	Good
Settings	3.77	Good

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire and interview. The supporting data are presented in the last section after the descriptions of the components.

a) Goal

In relations to the goal, task 9 is effective with the mean value 3.97. It means that $3.4 < X \leq 4.2$, so the component of goal is 'good'. This task makes the students more understand about the short talk from the audio.

b) Input

In relations to input, this task is also effective with the mean value 3.68. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. The input of this task is there are short talk audio or single speaker about characteristics of people and object.

c) Activity

In relations to activity, this task is also effective with the mean value 3.57. It means that the mean value is between $3.4 < X \leq 4.2$, so the activity component in task nine is 'good'. The students listen to the audio and then answer the questions.

d) Learner Role

In terms of learner role, task 9 is effective as well with the mean value 3.55. It means that $3.4 < X \leq 4.2$, so the component of learner role is 'good'. Here, the learner role had a big portion. Students did the task by their selves.

e) Teacher Role

The teacher could also be monitoring them in doing the task. The mean value of the teacher role is 3.64. It means that $3.4 < X \leq 4.2$, so the component of teacher role is 'good'.

f) Setting

The last component in this task is setting. The mean value of the setting in task 9 was 'good' with the mean value 3.77. They did it individually.

In brief, it can be said that all components in task 9 are effective based on the questionnaire results. Furthermore, there are some data of the results. The effectiveness of the components can be seen in the interview transcript below.

.....
R: *kita ke task terakhir dalam unit ini. Task 9. Bagaimana menurut kalian task ini?* (We go to the last task in this unit, task 9. How do you think about this task?)

D: *bagus mbak.* (Good Miss)

A: *iya mbak, goalnya dah jelas. Mudah dipahami juga mbak.* (Yes Miss, the goal is clear. It is Easy to understand as well Miss.)

R: *kalau inputnya?* (How about the input?)

D: *bagus mbak, inputnya sesuai dengan keseharian mbak.* (Good Miss. The input is appropriate with our daily life.)

R: *kalau kegiatan dari task ini?* (What about the activity in this task)

A: *sudah cukup bagus mbak. Pertanyaanya simple.* (Good enough. The question is simple.)

R: *kalau peranan siswanya?* (What about the learner role?)

D: *asal fokus tidak masalah mbak, pasti bisa karena audionya jelas dan conversationnya mudah dipahami.* (If students focus, is not matter Miss, they can do it because the audio is clear and easy to understand the conversation.)

R: *bagaimana gurunya?* (How about the teacher?)

F: *tidak masalah mbak, sudah baik.* (No problem, it's good.)

R: *kalian bisa mengerjakannya secara individu?* (Can you do it individually?)

A: *iya mbak, bisa dikerjakan secara individu.* (Yes Miss, can be done individually.)

R: *oke. Makasih ya.* (Okay. Thank you.)
.....

(Appendix/ Interview Transcript Unit 3)

c. The Revision of the Unit 3

The data obtained from the statistical figures of the questionnaire results, the interview results, and the researcher's observations will be used to look at the feedback given by the students and to make improvements for draft of the designed materials. The following table presents the revision of the Unit 3.

Table 45. The Revision of Unit 3

Name of Tasks	Components the need to be revised	Revisions
Task 1	-	-
Task 2	-	-
Task 3	-	-
Task 4	-	-
Task 5	-	-
Task 6	-	-
Task 7	-	-
Task 8	-	-
Task 9	-	-

By looking up the table of the revision above, the researcher can conclude that according to the figure of the statistical data of the questionnaire which is presented earlier, all components in task 1 upto task 9 are effective.

8. The Implementation, Evaluation, and Revision of the Designed Materials of Unit 4

After getting the expert judgment, the tasks were revised in some part based on the supervisors' suggestions. They became the draft that can be seen in Appendix.

a. The Implementation

The implementation of unit 4 was conducted in one meetings. The meeting was on Tuesday, February 12, 2013. The Implementation of this unit were followed by 31 students.

b. The evaluation

After consulting with the first and second consultant, the researcher was ready to do the implementations to the students. There were 31 students as the respondents. The researcher distributed the questionnaire of the evaluation of each unit to the students after the implementation. The researcher consulted the result of the average mean values of each aspect in the second questionnaire in the table of qualitative data conversion that was provided in Chapter III to decide whether the draft of the tasks was very good, good, fair, poor, or very poor. When the data of the mean value show that the component is ‘very good’, good, or fair; it is effective already.

Here are the descriptive statistics of students to the first implementation of Unit 4.

Table 46: The Descriptive Statistics of Students’ Responses to the Whole Unit 4

No.	Statement	N	Mean	Info
1.	The materials are able to help students in increasing their ability in English. Those suit their background study and their needs.	31	4.19	Good
2.	All tasks in unit 4 are able to support students in preparing themselves to have the real workplace.	31	4.03	Good

3.	The materials in unit 4 are based on students' needs.	31	4.00	Good
4.	Materials input in unit 4 are various.	31	3.93	Good
5.	Activities in unit 4 are various.	31	3.81	Good
6.	All tasks in unit 4 are arranged well, from the dependent tasks to the independent ones.	31	3.84	Good
7.	All tasks in unit 4 are arranged well, from the easiest to the most difficult.	31	3.74	Good
8.	The language used in unit 4 is understandable.	31	3.84	Good
9.	The instruction in each task is clear, so that it is understandable.	31	3.90	Good
10.	The appearances of unit 4 are interesting.	31	3.77	Good
11.	The arrangement of unit 4 is arranged well and easy to follow.	31	3.87	Good
12.	The title of unit 4 helps students to predict what topic they will learn.	31	3.87	Good
13.	The introduction of unit 4 helps students to know the objective of the learning process.	31	3.71	Good

According to the second questionnaire given to the students, all components of the whole Unit 4 are effective. Besides gathering information through questionnaire, the researcher got the other data from interview. Here are the descriptions of each component of the whole Unit 4.

a) Goal

In terms of goal, the whole Unit 4 is effective. It is represented in statement number one, two, and thirteen in the second questionnaire. The results of the mean value of goal statements are 4.19 for statement number one, 4.03 for statement number two, and 3.71 for statement number thirteen. According to *Quantitative Data Conversion* proposed by Sudijono (2003: 335), the goal statements in all numbers are 'good' because $3.4 < X \leq 4.2$. The data further will be supported by the interview.

b) Input

In relations to input, the whole Unit 4 is effective. The input statements are represented in number 3, 4, 8, 9, 10, and 12. The results of the mean value of the input statements are 4.00 for statement number three, 3.93 for statement number four, 3.83 for statement number eight, 3.84 for statement number nine, 3.90 for statement number ten, and 3.87 for statement number twelve. All statements are 'good' with the range $3.4 < X \leq 4.2$. To make sure that the data are all effective, the researcher conducted an interview.

c) Activity

In relations to activity, the second questionnaire provided four statements, i.e. number 5, 6, 7, and 11. Score 3.90 and 3.67 are the mean value of number 5 and 6, and 3.55 for number 7 and 11 so the statements are 'good'. Therefore, the all activity statements are effective according to the result of the second questionnaire. It can also be seen in the interview transcripts.

5) Learner role, Teacher role, and Setting

For the whole unit the learner role, teacher role, and setting can be seen as the whole. The following statistical and descriptive data will represent those. In general, there was no big problem dealing with these in each task.

The following are the supporting data in form of interview transcript for the whole Unit 4.

.....
 R: *kita lanjut ke unit terakhir ya. Bagaimana pendapat kalian?* (we go to the last unit. What do you think?)
 A: *bagus mbak, lebih kreatif di unit ini.* (nice, be more creative in this unit.)
 D: *iya bentuk tasknya lebih menarik.* (form of the task is more interesting.)
 R: *bagaimana dengan goalnya?* (how about the goal?)
 A: *bagus mbak.* (good Miss.)
 F: *kita lebih paham tentang berbagai macam ekspresi dalam kehidupan kita.* (we more understand about the various of expressions in our life.)
 R: *kalau materinya?* (what about the input?)
 D: *audio sudah jelas, dan materi juga mudah dipahami.* (audio is clear, and the material is also easy to understand.)
 R: *kalau kegiatannya gimana?* (then what do you think about the activities?)
 F: *menarik mbak.* (interesting Miss.)
 A: *bentuk soal dalam tiap task menarik mbak dibandingkan task sebelumnya.*
 R: *kalau peranan siswanya?* (what about the learner role?)
 F: *asalkan dalam mendengarkan audio fokus, tidak akan ada masalah mbak.* (as long as in listening to the audio, the students is focus, there will be no problem)
 R: *gurunya bagaimana?* (how about the teacher?)
 A: *tidak masalah. Sudah bagus mbak.* (No problem, already good Miss.)
 R: *dalam pengelompokkan secara individu bagaimana?* (How about the grouping individually?)
 A: *tidak masalah mbak.* (No problem Miss.)

(Appendix/ Interview Transcript Unit 4)

1) Task 1

The result of the evaluation questionnaire of Task 1 can be seen in the following table.

Table 47: The Data of the evaluation Questionnaire of Task 1 of Unit 4

Components	Means	Category
Goal	4,16	Good
Input	3.73	Good
Activity	3,71	Good

Learners' role	3,81	Good
Teachers' role	3,93	Good
Settings	4.19	Good

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire, and interview. However, it can also be seen in the note that will be presented in the last paragraph after the descriptions of all components in a task, where the implementation of the materials happened. By looking up the statistical data above, here are the descriptions of each component in task 1.

a) Goal

The goal of task 1 is effective with the mean value 4.16. It means that $3.4 < X \leq 4.2$, so the component of the goal is 'good'. In this task, students were expected to know kind of expression. From the observation while the implementation occurred in the class of 1 ELIN, the students did not have any difficulties in doing task 1.

b) Input

In terms of input, this task is also effective with the mean value 3.73. It means that the mean value is between $3.4 < X \leq 4$, so the component of input is 'good'. In task 1, it provided a table and kind of expression. However, the instructions need change because the students are still confused with instruction. To make sure that the data of the questionnaire is valid, the researcher conducted an interview with students.

c) Activity

The next is dealing with activity. The activity in this task is also effective with the mean value 3.71. It means that the $3.4 < X \leq 4.2$ and it is 'good'. According to the students' opinion, this task is quite interesting for them. It can be seen in this following interview transcript after the implementation.

d) Learner Role

In terms of learner role, this task is also effective with the mean value 3.81. It means that $3.4 < X \leq 4.2$, so the component is 'good'. While the implementation occurred, the students were so nice. They did a task by a task well. In this task, students were expected to be independent learners.

e) Teacher Role

In line with learner role, the teacher role was also effective with mean value 3.93. It means that the mean value is between $3.4 < X \leq 4.2$ and it is 'good'.

f) Setting

In terms of setting, this task is effective according to the data taken from second questionnaire. The mean value is 4.19 and it means that $3.4 < X \leq 4.2$, so the setting is 'good'. Setting is dealing with individually.

In brief, it can be said that the six components in task 1 are all effective. Students could do the implementation of task 1 very well. They seemed enthusiastic in doing this task. However, the instruction in this task needs change. The following are the transcripts of interview for task 1 Unit 4.

.....
 R: *kita mulai dari task 1 ya. Bagaimana menurut kalian?* (we start from task 1. What do you think?)

A: *sudah bagus mbak. Kita mengenal berbagai macam ekspresi yang ada dalam kehidupan kita sehari-hari.* (It is good enough Miss. We know that there are a variety of expressions in our daily life.)

R: *bagaimana inputnya?* (how about the input?)

A: *sudah bagus mbak. Sesuai dengan kehidupan sehari-hari.* (It is good enough Miss. In accordance with daily life.)

F: *intruksi kurang jelas mbak.* (unclear instructions Miss.)

A: *iya mbak, tadi sempat salah persepsi juga.* (before, I had the wrong perception.)

R: *baik nanti intruksinya saya perbaiki lagi.* (well, I will repaire the intruction.)

R: *kegiatan di task 1 gimana?* (how about the activity in task 1?)

D: *menarik dan mudah mbak.* (Interesting and easy Miss.)

A: *iya mbak. Kita harus tahu ekspresi-ekspresi yang ada.* (Yes Miss. We should know the existing expressions.)

R: *kalau peranan siswanya bagaimana?* (what about the students' role?)

A: *bisa mengerjakannya mbak. Termasuk task yang mudah.* (Can do it Miss. This includes an easy task.)

R: *kalau gurunya dalam menjelaskan task ini bagaimana?* (how does the teacher in explaining this task?)

F: *sudah cukup jelas mbak.* (It's clear enough, Miss)

R: *mengalami kesulitan jika dikerjakan secara individu?* (do you have difficult when do it individually?)

F: *tidak mbak.* (No Miss.)

.....
 (Appendix/ Interview Transcript Unit 4)

2) Task 2

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire, and interview. By looking up the statistical data bellow, here are the descriptions of each component in task 2.

Table 48: The Data of the evaluation Questionnaire of Task 2 of Unit 4

Components	Means	Category
Goal	4,06	Good
Input	3.82	Good
Activity	3,85	Good
Learners' role	3,64	Good
Teachers' role	3,64	Good
Settings	4.06	Good

1) Goal

The goal of task 2 is effective with the mean value 4.06. It means that $3.4 < X \leq 4.2$, so the component of the goal was Good. In this task, students were expected to know kinds of expression and pronunciation the expression from the audio. Those supporting data are presented in the last paragraph after the descriptions of the components.

b) Input

In terms of input, this task is also effective with the mean value 3.82. It means that the mean value is between $3.4 < X \leq 4.2$, so the component of input is 'good'. In task 2, there were provided an audio about kinds of expression and table, then students choose the expression based on the type. To make sure that the data of the questionnaire is valid, the researcher conducted an interview with students. Those supporting data are presented in the last paragraph after the descriptions of the components.

c) Activity

The next is dealing with activity. The activity in this task is also effective with the mean value 3.85. It means that the $3.4 < X \leq 4.2$ and it is 'good'. In this task, the students listen to the audio then they choose the expression based on type.

d) Learner Role

In terms of learner role, this task is also effective with the mean value 3.64. It means that $3.4 < X \leq 4.2$, so the component is 'good'. While the

implementation occurred, the students were so nice. They did a task by a task well. In this task, students were expected to be independent learners in each task.

e) Teacher Role

In line with learner role, the teacher role was also effective with mean value 3.64. It means that the mean value is between $3.4 < X \leq 4.2$ and it was Good.

f) Setting

In terms of setting, this task is effective according to the data taken from second questionnaire. The mean value is 4.06 and it means the $3.4 < X \leq 4.2$, so the setting is 'good'. Setting is dealing with the individually.

In brief, it can be said that the six components in task 2 are all effective. Students could follow the implementation of task 2 very well. They seemed enthusiastic in doing this task. The following is the interview transcript for task 2 Unit 4.

.....
 R: *kita menuju ke task 2. Menurut kalian gimana?* (We go to task 2. How do you think?)
 F: *task ini hampir sama dengan task 1 ya mbak.* (This task is similar to task 1 Miss.)
 R: *iya, bedanya ini sudah mulai memakai audio.* (yes, the difference is already started using the audio)
 A: *sudah baik mbak. Kita bisa membedakan berbagai jenis ekspresi.* (Already good Miss. We can distinguish various types of expressions.)
 R: *kalau materinya?* (how about the material?)
 F: *sudah bagus mbak. Ekspresinya bervariasi dan masih sering kita jumpai.* (Already good Miss. The expression is varies and often encountered)
 R: *kalau kegiatannya bagaimana?* (How about the activity?)
 D: *sudah bagus dan mudah mbak.* (already good and easy Miss.)
 R: *peranan siswanya bagaimana?* (How about the students' role?)
 A: *sudah baik mbak, bisa mengerjakan karena audio jelas juga.* (already good Miss, can do it because the audio is clear also.)
 R: *kalau gurunya?* (how about the teacher?)
 D: *baik juga mbak, menjelaskan terlebih dahulu.* (well Miss, the teacher explained first.)

R: *kesulitan kalau dikerjakan secara individu ga?* (Is it difficult if it done individually?)

F: *tidak mbak. Karena menurut saya task ini mudah.* (no Miss, because I think this task easy.)

.....
(Appendix/ Interview Transcript Unit 4)

3) Task 3

The result of the evaluation questionnaire of Task 3 can be seen in the following table.

Table 49: The Data of the evaluation Questionnaire of Task 3 of Unit 4

Components	Means	Category
Goal	3.93	Good
Input	3.79	Good
Activity	3.74	Good
Learners' role	3,77	Good
Teachers' role	3,48	Good
Settings	4.06	Good

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire, and interview. By looking up the statistical data above, the researcher presents the descriptions of each component of task 3. In this section, the interview transcripts are presented after the analysis descriptions of components.

a) Goal

In terms of goal, task 3 is effective with the mean value 3.93. It means that $3.4 < X \leq 4.2$, so the component of goal is 'good'. This task allows students to listen to the audio and then choose the picture based on audio . The goal of this task is to analysis the picture.

b) Input

In relations to input, task 3 is effective with the mean value 3.79. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. The input in task 3 is in form of listening audio and pictures.

c) Activity

In relations to activity, task 3 is effective as well with the mean value 3.74. It means that the mean value is between $3.4 < X \leq 4.2$, so the activity component in task three is 'good'. The activity in this task was the students have already listened to the statements from the audio then choose the the statement that almost close with the picture.

d) Learner Role

In terms of learner role, task 3 is also effective with the mean value 3.77. It means that $3.4 < X \leq 4.2$, so the component of the learner role is 'good'. Most of them did not have any problem with their role in the classroom.

e) Teacher Role

As well as the learner role, the teacher role is also effective with the mean value 3.48. It means that the mean value is between $3.4 < X \leq 4.2$, so the teacher role component in task three is 'good'.

f) Setting

The last component is setting. In the term of setting, this task is also effective with the mean value 4.06. It means that $3.4 < X \leq 4.2$, so the component

of setting is 'good'. In the teaching and learning process, the students did the task individually.

All components in task 3 are effective. Students could do the task well.

The interview transcripts will support the statistical data of this task.

.....
R: *kita lanjut ke task 3. Bagaimana menurut kalian?* (We go to task 3. What do you think?)

F: *jenis task seperti ini, di setiap unit ada ya mbak.* (type of the task like this, there is every unit, Isn't it?)

R: *iya, di setiap unit ada bentuk task seperti ini.* (yes, there are the task like this in each unit.)

A: *bentuk task seperti ini bagus mbak, kita bisa mengidentifikasi sebuah gambar.* (the task like this is good Miss, we can identify a picture.)

R: *kalau inputnya?* (how about the input?)

A: *masih bisa dipahami mbak.* (It can still be understood Miss.)

D: *masih sesuai dengan kehidupan sehari-hari mbak.* (It is still according to the daily life Miss.)

R: *bagaimana kegiatannya?* (How about the activity?)

F: *menarik mbak. Ada gambarnya itu membuat ketertarikan dalam setiap task mbak.* (interesting Miss. There is a picture that makes an interest in each task Miss.)

R: *kalau peranan siswanya?* (What about the students' role?)

D: *gambar dan audio sudah jelas, sehingga kita bisa mengerjakannya.* (the picture and the audio clear, so we can do it.)

R: *peranan gurunya sudah efektif?* (is the role of the teacher has been effective?)

F: *sudah mbak.* (yes Miss)

R: *merasa kesulitan dengan system individual?* (do you find it difficult with individually systems?)

A: *tidak mbak.* (No Miss)

.....
(Appendix/ Interview Transcript Unit 4)

4) Task 4

The result of the evaluation questionnaire of Task 4 can be seen in the following table.

Table 50: The Data of the evaluation Questionnaire of Task 4 of Unit 4

Components	Means	Category
Goal	3.93	Good
Input	3.52	Good
Activity	3.64	Good
Learners' role	3,71	Good
Teachers' role	3,71	Good
Settings	4.06	Good

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire, and interview. By looking up the statistical data above, the researcher presents the descriptions of each component in task 4. In this section, the interview transcripts and fieldnote are presented after the analysis descriptions of components.

a) Goal

In relations to goal, task 4 is effective with the mean value 3.93. It means that $3.4 < X \leq 4.2$, so the component of goal is 'good'. In this task, students can improve students comprehension about expression.

b) Input

In terms of input, task 4 is also effective with the mean value 3.52. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. The input of this task is an audio about expression and multiple choice.

c) Activity

In relations to activity, task 4 is also effective with the mean value 3.64. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. For the activity, the students may listen to the audio, then choose the best answer.

d) Learner Role

In relations to learner role, this task is also effective with the mean value 3.71. It means that the mean value is between $3.4 < X \leq 4.2$, so the learner role component in task four is 'good'.

e) Teacher Role

In line with learner role, the teacher role was also effective although the mean value is lower, i.e. 3.71. It means that the mean value is between $3.4 < X \leq 4.2$, so the teacher role component in task four is 'good'. Here, the teacher only guided the students to do the tasks. The interview transcripts below represent the descriptions of student's agreement to the result of the questionnaire.

f) Setting

The last component is setting. In relations to this, task 4 is effective as well with the mean value 4.06. It means that $3.4 < X \leq 4.2$, so the component of setting is 'good'. In this task, students do it individually.

In brief, it can be concluded that the six components in task 4 are effective. the students did not have any difficulties in doing this task. As can be seen it in the interview transcript below.

.....
R: *sekarang kita ke task 4. Bagaimana menurut kalian task 4?* (Now we are to task 4. How do you think task 4?)

A: *mudah mbak. Goalnya juga jelas, kita paham dengan conversation yang ada.* (Easy Miss. The goal is clear, we are familiar with the existing conversation.)

R: *bagaimana dengan inputnya?* (how about the input?)

F: *mudah dipahami mbak.* (easy to understand Miss.)

A: *iya mbak, conversationnya mudah dipahami.* (Yes Miss, its easy to understand the conversation.)

R: *kalau kegiatannya?* (how about the activity.)

D: *kegiatananya mudah mbak karena audio jelas dan mudah dipahami mbak.* (it's easy activity because the audio is clear and easy to understand Miss.)

R: *peranan siswanya?* (how about the students' role?)

F: *bisa mengerjakan mbak karena percakapannya mudah dipahami.* (can do it Miss, because it is easy to understand the conversation)

R: *gurunya bagaimana?* (what about the teacher?)

A: *memberi penjelasan dengan baik mbak.* (the teacher gives explanation very well.)

R: *bagaimana menurut kalian jika task ini dikerjakan secara individu?* (What do you think if the task is done individually?)

F: *tidak masalah mbak.* (No Problem Miss.)

.....
(Appendix/ Interview Transcript Unit 4)

5) Task 5

The result of the evaluation questionnaire of Task 5 can be seen in the following table.

Table 51: The Data of the evaluation Questionnaire of Task 5 of Unit 4

Components	Means	Category
Goal	3.90	Good
Input	3.79	Good
Activity	3.67	Good
Learners' role	3,71	Good
Teachers' role	3,61	Good
Settings	3.93	Good

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire and interview. By looking up the statistical data above, the researcher presents the descriptions of each component in task 5. In this section, the interview transcripts are presented after the analysis descriptions of components.

a) Goal

In terms of goal, task 5 is effective with the mean value 4.90. It means that the mean value is between $3.4 < X \leq 4.2$, so the goal component in task five is 'good'. This task has a purpose the students can improve their vocabulary.

b) Input

In relations to input, this task is also effective with the mean value 3.79. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. Input in task 5 is conversation from the audio.

c) Activity

In terms of activity, task 5 is effective with the mean value 3.67. It means that the mean value is between $3.4 < X \leq 4.2$, so the activity component in task five is 'very good'.

d) Learner Role

In terms of learner role, this task is also effective with the mean value 3.71. It means that $3.4 < X \leq 4.2$, so the component of learner role is 'good'. In this task, students need more focus to do the task.

e) Teacher Role

In line with the learner role, the teacher role of task 5 was effective as well, with the mean value 3.61. It means that $3.4 < X \leq 4.2$, so the component of teacher role is 'good'. Both learner and teacher were doing their own position well.

f) Setting

The last component in task 5 is setting. In relation to setting, task 5 is effective with the mean value 3.71. It means that $3.4 < X \leq 4.2$, so the component of setting is 'good'. In this task, students had to work.

Those are six components of task 5. All are effective according to the results of the collected data. The supporting data can also be seen in the interview.

.....
 R: *sekarang kita lanjut ke task 5.* (Now we go to the task 5.)
 A: *ini task yang umum mbak, menurut saya mudah.* (It is a common task, in my opinion easily)
 F: *iya asal audionya di ulangi aja.* (the audio must be repeated.)
 A: *iya mbak tujuannya juga sudah bagus agar kita bisa mengetahui kosakata melalui pengucapannya.* (Yes Miss, the goal has been also good for us to be able to know the vocabulary through pronunciation.)
 R: *iya benar. Kalian kesulitan dalam task ini?* (Yes right. Any difficulty in this task?)
 D: *tidak mbak, tapi ya harus ekstra focus mbak.* (No Miss, but it needs extra focus Miss.)
 R: *bagaimana inputnya?* (How about the input?)
 A: *mudah dipahami kata-katanya mbak, audionya juga jelas mbak.* (the words is easy to understand Miss, the audio also clear.)
 R: *kalau kegiatannya?* (How about the activity?)
 D: *karena kita sering menjumpai bentuk task seperti ini, mudah mbak.* (because we often find task like this, it is easy Miss.)
 R: *bagaimana peranan siswanya?* (How about the students' role?)
 A: *menurut saya bagus mbak, kita bisa mengerjakannya karena audio jelas dan kosakatanya mudah dipahami.* (I think great Miss, we can do it because the audio is clear and the vocabulary is easy to understand.)
 R: *peranan gurunya bagaimana?* (What about the teachers' role?)
 D: *sudah bagus mbak.* (already good Miss)
 R: *kalau settingnya secara individu, kalian kesulitan?* (If the settings individually, any problem?)
 A: *tidak mbak asal audionya diulangi aja.* (no Miss but the audio is repeated.)
 R: *iya pasti diulang kira-kira 3 kali.* (Yes surely, It's repeated about 3 times.)

 (Appendix/ Interview Transcript Unit 4)

6) Task 6

The result of the evaluation questionnaire of Task 6 can be seen in the following table.

Table 52: The Data of the evaluation Questionnaire of Task 6 of Unit 4

Components	Means	Category
Goal	3.92	Good

Input	3.79	Good
Activity	3.63	Good
Learners' role	3,67	Good
Teachers' role	3,61	Good
Settings	3.74	Good

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire and interview. By looking up the statistical data above, the researcher presents the descriptions of each component in task 6. In this section, the interview transcript is presented after the analysis descriptions of components.

a) Goal

In terms of goal, task 6 is effective with the mean value 3.92. It means that $3.4 < X \leq 4.2$, so the component of goal is 'good'. Here the students can improve their listen comprehension.

b) Input

In terms of input, this task is also effective with the mean value 3.79. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. In task 6, the input was the conversation from the audio and table

c) Activity

In relations to activity, this task is effective as well with the mean value 3.63. It means that the mean value is between $3.4 < X \leq 4.2$, so the activity component in task six is 'good'. The activity for this task is write the customers' order based on the audio.

d) Learner Role

The next component was learner role. In terms of learner role, task 6 is effective with the mean value 3.67. It means that $3.4 < X \leq 4.2$, so the component of learner role is 'good'.

e) Teacher Role

Although the mean value of the teacher role is lower than the learner role, it is also effective with the mean value 3.61. It means that the mean value is between $3.4 < X \leq 4.2$, so the teacher role component in task six is 'good'.

f) Setting

The last component is setting. In relations to setting, task 6 is effective with the mean value 3.74. It means that $3.4 < X \leq 4.2$, so the component of setting is 'good'. It is in individually.

The six components are effective according the result of the questionnaire, the interview transcript that can be seen below.

.....
R: *sekarang kita ke task 6. Menurut kalian gimana?* (Now we go to task 6. How do you think?)

A: *ini termasuk bentuk soal baru mbak. Bagus mbak.* (This includes new task forms Miss. Good Miss.)

D: *iya mbak, kita jarang menemui bentuk task seperti ini.* (Yes Miss, we rarely encounter the task like this.)

A: *tujuannya juga jelas mbak, kita bisa paham dari conversation yang diputar.* (the goal is also clear Miss, we can understand from conversations that played.)

F: *iya mbak, audio juga jelas.* (Yes Miss, the audio is also clear.)

R: *bagaimana inputnya?* (How about the input?)

D: *menarik mbak, mudah dipahami.* (interesting Miss, It is easy to understand.)

R: *kalau kegiatannya?* (how about the activity?)

F: *menarik mbak, bentuk task yang baru.* (interesting Miss, the new task form.)

A: *iya mbak, inovasi baru ini mbak.* (Yes Miss, this new innovation Miss.)

R: *kalau peranan siswanya?* (What about the role of the students?)

D: *kalau saya bisa mengerjakan dengan baik karena audio jelas mbak dan kosakatanya mudah dipahami.* (I can do it well Miss because the audio is clear and the vocabulary is easy to understand.)

R: *bagaimana peranan gurunya?* (What about the teachers' role?)

A: selalu member penjelasan instruksi jika kita masih bingung mbak. (The teacher always gives the correct explanations and instructions if we still confused Miss.)

R: mengalami kesulitan jika dikerjakan secara individu? (Did you have trouble if it done individually?)

D: *tidak mbak.* (No Miss).

.....
(Appendix/ Interview Transcript Unit 4)

7) Task 7

The result of the evaluation questionnaire of Task 7 can be seen in the following table.

Table 53: The Data of the evaluation Questionnaire of Task 7 of Unit 4

Components	Means	Category
Goal	3.87	Good
Input	3.81	Good
Activity	3.72	Good
Learners' role	3,77	Good
Teachers' role	3,52	Good
Settings	3.84	Good

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire, and interview. By looking up the statistical data above, the researcher presents the descriptions of each component in task 7. In this section, the interview transcript and fieldnote are presented after the analysis descriptions of components.

a) Goal

In relations to the goal, task 7 is effective with the mean value 3.87. It means that $3.4 < X \leq 4.2$, so the component of goal is 'good'. In this task, students can improve their comprehension.

b) Input

In relations to input, task 7 is effective with the mean value 3.81. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. The input of this task is conversation from the audio and some questions.

c) Activity

In terms of activity, this task is effective with the mean value 3.72. It means that $3.4 < X \leq 4.2$, so the component of activity is 'good'. The activity of this task is the students answer the questions.

d) Learner Role

In relations to learner role, this task is also effective with the mean value 3.77. It means that mean values is $3.4 < X \leq 4.2$, so the component of learner role of the task is 'good'.

e) Teacher Role

As well as the learner role, the teacher role is also effective with the mean value 3.52. It means that $3.4 < X \leq 4.2$, so the component of teacher role of the task is 'good'.

f) Setting

The last component in this task is setting. In terms of setting, this task is effective as well with the mean value 3.84. It means that $3.4 < X \leq 4.2$, so the component of setting is 'good' for the task. In this task, the students do it individually.

In brief, it can be said that all components in task 7 is effective. It can be seen in the following transcripts of interview.

.....
 R: *Kita lanjut ke task 7 ya. Bagaimana menurut kalian?* (We go to the task 7. What do you think?)
 D: *menurut saya lumayan sulit mbak, butuh konsentrasi.* (I think Miss pretty difficult, it needs concentration.)
 A: *kalau tujuannya udah bagus mbak karena kita jadi paham dengan isi conversationnya.* (When the purpose already good Miss because we are so familiar with the contents of the conversation.)
 R: *kalau inputnya?* (How about the input?)
 F: *audio jelas mbak, kata-kata juga mudah dipahami.* (The audio is clear Miss, The words is also easy to understand)
 R: *kalau kegiatannya?* (and then the activity?)
 D: *ini seperti yang di unit 1 ya mbak, tetapi ini lebih mudah.* (it is like that in unit 1 Miss, but this is easier)
 F: *iya mbak karena jawabannya singkat-singkat.* (Yes Miss, because the answer is short.)
 R: *kalau peranan siswanya?* (What about the role of the students?)
 A: *asal focus dan konsentrasi bisa mengerjakan dengan baik mbak.* (if the focus and concentration, we can do it very well Miss.)
 R: *kalau peranan gurunya?* (What about the teachers' role?)
 D: *sudah baik kuk mbak. Selalu memberi penjelasan terlebih dahulu.* (Already good Miss. The teacher always gives an explanation first.)
 R: *bisa dikerjakan secara individu?* (Can be done individually?)
 A: *bisa mbak. Asal focus aja.* (we can Miss, it should be focus.)

(Appendix/ Interview Transcript Unit 4)

8) Task 8

The result of the evaluation questionnaire of Task 8 can be seen in the following table.

Table 54: The Data of the evaluation Questionnaire of Task 8 of Unit 4

Components	Means	Category
Goal	4.06	Good
Input	3.81	Good
Activity	3.71	Good
Learners' role	3.90	Good
Teachers' role	3.74	Good
Settings	3.74	Good

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data

through two steps, questionnaire, and interview. By looking up the statistical data above, the researcher presents the descriptions of each component in task 8. In this section, the interview transcript and fieldnote are presented after the analysis descriptions of components.

a) Goal

In relations to the goal, task 8 is effective with the mean value 4.06. It means that $3.4 < X \leq 4.2$, so the component of goal is 'good'. In this task, the students expected to understand the conversation from the audio.

b) Input

In relations to input, task 8 is effective with the mean value 3.81. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. The input of this task is conversation from the audio and true or false table.

c) Activity

In terms of activity, this task is effective with the mean value 3.71. It means that $3.4 < X \leq 4.2$, so the component of activity is 'good'. The activity for the tasks is the students listen to the audio and choose true or false.

d) Learner Role

In relations to learner role, this task is also effective with the mean value 3.90. It means that mean values are $3.4 < X \leq 4.2$, so the component of learner role of the task is 'good'.

e) Teacher Role

As well as the learner role, the teacher role is also effective with the mean value 3.74. It means that $3.4 < X \leq 4.2$, so the component of teacher role is 'good'.

f) Setting

The last component in this task is setting. In terms of setting, this task is effective as well with the mean value 3.74. It means that $3.4 < X \leq 4.2$, so the component of setting is 'good'. In this task, the students were done it individually.

In brief, it can be said that all components in task 8 is effective. It can be seen in the following transcripts of interview.

.....
R: *bagaimana pendapat kalian dengan task 8?* (How do you think about the task 8?)

A: *lebih mudah daripada task 7 mbak.* (It is easier than the task 7, Miss.)

D: *kita jadi lebih paham isi dari percakapan tersebut mbak.* (We better understand the content of the conversation Miss.)

R: *bagaimana inputnya?* (How about the input?)

F: *jelas dan mudah dipahami mbak, kan sama dengan task 7.* (It is clear and easy to understand Miss, it is same as the task 7.)

R: *kalau kegiatannya?* (How about the activity?)

A: *lebih menarik dan mudah mbak.* (more interesting and easy Miss.)

R: *peranan siswanya?* (How about the students' role?)

A: *karena ini lebih mudah dari task sebelumnya, bisa mengerjakan dengan baik mbak.* (Because it is easier than the previous the task, we can work well Miss.)

R: *apakah peranan gurunya sudah baik?* (Is the role of the teacher already good?)

F: *sudah kuk mbak.* (Already Miss.)

R: *kalian bisa mengerjakannya secara individu?* (Can you do it individually?)

D: *iya mbak, bisa.* (yes Miss.)
.....

(Appendix/ Interview Transcript Unit 4)

9) Task 9

The result of the evaluation questionnaire of Task 9 can be seen in the following table.

Table 55: The Data of the evaluation Questionnaire of Task 9 of Unit 3

Components	Means	Category
Goal	4.10	Good
Input	3.77	Good
Activity	3.80	Good
Learners' role	3.81	Good
Teachers' role	3.71	Good
Settings	4.03	Good

There are six components that should be in a task, i.e. goal, input, activity, learner role, teacher role, and setting. Previously, the researcher collected the data through two steps, questionnaire and interview. The supporting data are presented in the last section after the descriptions of the components.

a) Goal

In relations to the goal, task 9 is effective with the mean value 4.10. It means that $3.4 < X \leq 4.2$, so the component of goal is 'good'. This task makes the students more understand about the short talk from the audio.

b) Input

In relations to input, this task is also effective with the mean value 3.77. It means that $3.4 < X \leq 4.2$, so the component of input is 'good'. The input of this task is there are short talk audio or single speaker about kinds of expressions.

c) Activity

In relations to activity, this task is also effective with the mean value 3.80. It means that the mean value is between $3.4 < X \leq 4.2$, so the activity component in task nine is 'good'. The students listen to the audio and then answer the questions.

d) Learner Role

In terms of learner role, task 9 is effective as well with the mean value 3.81. It means that $3.4 < X \leq 4.2$, so the component of learner role is 'good'. Students did the task by their selves.

e) Teacher Role

The teacher could also be monitoring them in doing the task. The mean value of the teacher role is 3.71. It means that $3.4 < X \leq 4.2$, so the component of teacher role is 'good'.

f) Setting

The last component in this task is setting. The mean value of the setting in task 9 was 'good' with the mean value 4.03. They did it individually.

In brief, it can be said that all components in task 9 are effective based on the questionnaire results. Furthermore, there are some data of the results. The effectiveness of the components can be seen in the interview transcript below.

R: *kita lanjut ke task terakhir ya?* (We go to the last task?)

A: *bentuk task ini sama dengan unit sebelumnya ya mbak, Cuma beda tema aja.* (This the task forms is the same as the previous unit Miss, just different theme)

R: iya, bentuk sama. (Yes, the form is same.)

D: sudah bagus mbak. Kita jadi lebih paham dengan macam-macam ekspresi mbak. (It is already good Miss. We are more familiar with a variety of expressions Miss.)

R: kalau inputnya? (How about the input?)

D: Sudah bagus dan mudah dipahami. Ya walaupun ada satu dua kata yang kurang jelas. (It's great and easy to understand. Although there are one or two words that are unclear.)

A: iya mbak tetapi kita masih paham kuk. (Yes Miss but we still understand.)

R: kalau kegiatannya? (How about the activity?)

F: sudah bagus mbak, pertanyaannya sederhana jadi kita tidak kesulitan mbak. (Already good Miss, the question is simple so we have no difficulty Miss.)

R: Kalau peranan siswanya gimana? (How about the students' role?)

A: bagus mbak karena pertanyaannya simple. Tetapi tetap harus focus mbak. (Great Miss, because the question is simple but should be focus.)

D: iya mbak, kalau ga focus ya ga bisa. (yes Miss. If we are not focus, we can not do it.)

R: ada kesulitan dikerjakan secara individu? (Is there any difficulty if it done individually?)

F: tidak mbak asal audionya diulang saja. (no Miss, but the audio should be repeated.)

R: iya pasti diulang. Ok. Makasih ya. (Yes surely repeated. Ok. Thank you.)

.....
(Appendix/ Interview Transcript Unit 4)

c. The Revision of the Unit 4

The data obtained from the statistical figures of the questionnaire results, the interview results, and the researcher's observations will be used to look at the feedback given by the students and to make improvements for draft of the designed materials. The following table presents the revision of the Unit 3.

Table 56. The Revision of Unit 4

Name of Tasks	Components the need to be revised	Revisions
Task 1	input	Instruction have to change
Task 2	-	-
Task 3	-	-
Task 4	-	-
Task 5	-	-
Task 6	-	-
Task 7	-	-
Task 8	-	-
Task 9	-	-

By looking up the table of the revision above, the researcher can conclude that according to the figure of the statistical data of the questionnaire which is presented earlier, all components in task 1 upto task 9 are effective.

B. Discussion

The results of the research are presented in the previous part of this chapter. In this section, the discussion of the results are presented. The designed tasks were made based on the needs analysis of the students at the beginning of the study and were made into four units. Each unit consists of 8-9 tasks. The needs analysis is a procedure to collect information about learners' needs (Richard: 2001). The needs analysis was done by giving out delivering a questionnaire and conducting an interview. The questionnaires asked about the task components which the students wanted to be added in their learning materials. The information collected through the needs analysis questionnaire in this study was learners' needs and learning needs about the designed materials included; goal, input, procedure, teacher role, learner role and setting (Nunan: 2004). The results of needs analysis then will be used to make the syllabus.

The syllabus was designed for the Novice level. At this level, the Standard of Competence is 'Ability to communicate in English equal to Novice Level. The researcher focused on the first semester of the novice level. There are four basic competences – *1.1 Understanding basic expressions in social interaction for the purposes of life; 1.2 Mentioning time, day, month and year; 1.3 Describing objects, people, characteristics and 1.4 produce a simple utterance enough to basic functions.*

There are four basic competences that were further developed in four units. According to the results of the first questionnaire, one unit consists of 8-9 tasks. These tasks were graded and sequenced using Nunan's (2004) pedagogical sequence for introducing tasks and 'psycholinguistic processing' approach that sequences tasks according to the cognitive and performance demands made upon the learner moving from comprehension-based procedures to controlled production activities and exercises, and finally to ones requiring authentic communicative interaction. In each of the task, however, it also had a within-task sequence where the within-tasks are sequenced following three phases namely a pre-task phase, a task-proper phase and a follow-up phase (Nunan, 2004).

A needs analysis in terms of target needs – necessities, lacks, and wants –, learners' needs, and the learning needs (Hutchinson and Waters, 1987) was conducted through the first questionnaire to obtain data and information which were used as the basis of designing the units in forms of Listening Tasks for *Electro Industri* students. As the students need to learn English not only to fulfil the SK/KD but also to support their background study, the principles of ESP (Strevens, 1977; Hutchinson and Waters, 1987, and Richards, 2001) and materials development (Tomlinson, 1998) were applied to design materials that are appropriate to the students' needs.

The following is the discussion of the result of the first questionnaire (needs analysis). Goal, according to the results of needs analysis should concern in students' communication skill at the workplace. The materials should also be able to make the students' listening skills increase. It is in line with SMK main purpose that says students are prepared to be middle class workers after they

graduate from this school. Therefore, the main goal of this materials should help them to be middle class workers. It is also in line with Nunan's opinion (2004: 42) that the goals may relate to a range of general outcomes (communicative, affective or cognitive) or may directly describe teacher or learner behaviour.

Then, in terms of input, according to the students' opinion, the input of materials should provide understandable English learning materials in order to help students understand the materials better. In this case, the materials which make them could understand better are materials that are in line with their background knowledge. The input must be contextual for students, so they chose the theme of all a materials based on their major and daily life,

Next, in relation to activity of listening skill, the activities should be in forms of Listening to the dialog and completing the blanks, listening to the dialog and answering the questions, listening to the monolog/ dialog and deciding the true/ false statement according to the text, listening to the dialog and defining the appropriate pictures according to the dialog.

In relation to teacher role, according to students' opinion the English teacher in the classroom should be teaching communicatively with involving students in the teaching and learning process, giving motivation to the students to learn English, giving feedback, teaching in bilingual, and being a facilitator in the class, While, according to students' choices through the needs analysis questionnaire, the learner role should be responsive participants. They must response actively to the materials which are given by the teacher. They should also be listeners and performers in the class, doing the teacher's instruction, etc.

The last component is setting. Because this task improve the listening skill, most of the tasks is individual.

From the discussion above, the designed materials seemed effective for the students. The effectiveness can be seen from the results of the evaluation of the materials, the interview with the students and the researcher's observation during the teaching and learning activities. In conclusion, the designed materials are successful to reflect the students' needs, the learning needs and can be used for improving the students' listening skill.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This research study has two main goals: 1) to find the learners' needs and the learning needs which are based on the available curriculum and 2) to design listening tasks. In this final chapter, research findings are summarized and the conclusions are drawn. Some suggestions are addressed as the last part in this chapter.

A. Conclusions

In the previous chapter, the research results are presented. The first stage of this research was conducting a needs analysis on learners' and learning needs. In order to obtain the data needed as the basis in designing listening tasks, the researcher distributed the first questionnaire. Besides based on data of the questionnaire, the available curriculum is considered to design the tasks.

As mentioned before, there are six components that should be in a task namely goal, input, activity, learner role, teacher role, and setting. First grade students of ELIN were asked for preferences in eighteen questions related to the six components.

As the discussions of the needs analysis that are presented in the previous chapter, students in *Elin* need a set of Listening tasks which are related to their background study. It is caused by the existing tasks for their English learning process which are not appropriate as their background study. However, the

researcher still notifies that the tasks are not only based on students' wants but also based on the curriculum.

According to the curriculum of English subject at SMK, there are four Basic Competences in the first semester of first grade. Those have been designed into a set of English learning materials. The effective tasks in the materials cover the same components as stated before namely goal, input, activity, learner role, teacher role, and setting. To evaluate the materials, the students were given second questionnaire. It aims at students' agreement of the effectiveness of each task in the designed tasks.

For the first draft of the materials which were implemented to the students, it can be looked up from the result that all components of tasks in unit 1 were effective with the mean value 3.30 up to 4.51. Unit 2 was also effective with the mean value 3.35 – 4.77. Unit 3 was effective with the mean value 3.35 – 4.26 and unit 4 was effective with the mean value 3.48 – 4.19 as well. However, the researcher still did an interview related to the questionnaire result in order to strengthen the data. By doing an interview to the students, in fact, there were still lacks especially in the printed materials. Some students suggested several points to be changed in the instructions of some tasks, some mistyped words, adding some pictures, etc.

The effectiveness of the tasks was based on the components of a task namely goal, input, activity, learner role, teacher role, and setting. The results of the mean value above show that all components are effective.

In terms of goal, the effective materials provide materials to students in order to reach the main goal of teaching and learning process according to students' needs and curriculum. Then, effective input to reach the goal of the materials must be based on students' background study and needs as well. The inputs of the materials must be comprehensible, eye-catching, and understandable. Those should be attractive presentation for students and have appealing content. It is also related to students' culture or environment and based on topics of interest to the learners. The last is that the inputs must cover the standard of content. To do all stuffs in inputs of the materials, students need activity. The activities in a set of materials must be varied in order to make students interesting to learn the materials. The activities are all based on the result of needs analysis through the first questionnaire. The next components are teacher role and learner role. Teacher in the classroom must be teaching communicatively so that students could learn the materials interestingly. In forms of learner role, students must be responsive participants and performers in the classroom to the materials. The last component is setting. Related to this component, mostly students want the setting in individually. However, there is still possible to be in an pairs for difficult listening task.

From the descriptions above, it can be concluded that the Listening Tasks for first grade students of ELIN are effective. The requirements of effective tasks in this material have been fulfilled by the data obtained from questionnaires and interviews. According to the conclusion of this research study, the suggestions are drawn below.

B. Suggestions

The main purpose of this research study is designing listening Task for the first grade students of Industrial Electronics at SMK N 2 Pengasih. In addition, there are some suggestions for the next implementation of English learning materials which can be addressed to second grade students of ELIN, English teachers at SMKN 2 Pengasih, and other materials designers.

1. To first grade students of Industrial Electronics at SMK N 2 Pengasih, there should be a good communicative circumstance the English classroom. The designed materials will not work well if the students in the class are passive learners.
2. To English teachers at school, there should be good coordination among the English teacher at school to design/ compile effective English learning materials for students as their knowledge/ background study.
3. To other materials designers, there should be appropriate inputs and activities as the students' needs and students' background study in this case is Industrials Technology of Vocational School. It considers the curriculum that government designed for every level of Vocational Scholl as well.

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APPENDICES

ENGLISH EDUCATION DEPARTMENT
LANGUAGES AND ARTS FACULTY
YOGYAKARTA STATE UNIVERSITY



**THE QUESTIONNAIRE OF STUDENTS' LISTENING NEEDS ON DESIGNING
TASKS FOR ENGLISH LABORATORY CLASS OF THE FIRST GRADE OF
INDUSTRIAL ELECTRONICS ENGINEERING DEPARTMENT IN SMK N2
PENGASIH**

By Niken Murtisari

JURUSAN PENDIDIKAN BAHASA INGGRIS

FAKULTAS BAHASA DAN SENI

UNIVERSITAS NEGERI YOGYAKARTA



Kepada : adik-adik jurusan Elektro Industri kelas I

SMKN 2 Pengasih

Dalam rangka penelitian tentang pembuatan listening task untuk laboratorium bahasa bagi siswa kelas I jurusan Elektro Industri, maka dalam kesempatan ini saya meminta kesediaan adik-adik untuk mengisi angket ini. Angket ini bertujuan mengetahui kebutuhan yang diperlukan siswa dalam rangka pembuatan listening tasks yang sesuai dengan siswa jurusan elektro industri.

Angket ini diambil dari “A Target Situation Analysis Framework and Analyzing Learners Needs” proposed by Hutchinson and Waters and “Task-Based Language Teaching” proposed by Nunan. Bagian pertama angket ini bertujuan untuk mengetahui kebutuhan responden menurut guru/pakar pendidikan, sedangkan bagian kedua bertujuan untuk mengetahui keinginan belajar listening menurut persepsi responden, dan bagian ketiga bertujuan untuk mengetahui kemampuan responden.

Angket ini tidak bermaksud menguji atau menilai adik-adik melainkan mencari gambaran tentang listening tasks yang sesuai dengan kebutuhan adik-adik. Saya mohon agar adik-adik menjawab semua pertanyaan yang ada dengan jujur, murni, dan tidak dipengaruhi oleh siapapun serta sesuai dengan keadaan adik-adik yang sebenarnya. Jawablah semua pertanyaan tanpa ada satupun nomor yang terlewatkan. Semua jawaban yang adik-adik berikan sangat berarti bagi saya dan sangat membantu penelitian yang saya lakukan.

Jawaban dan identitas adik-adik akan saya jamin kerahasiaannya sesuai dengan kode etik penelitian.

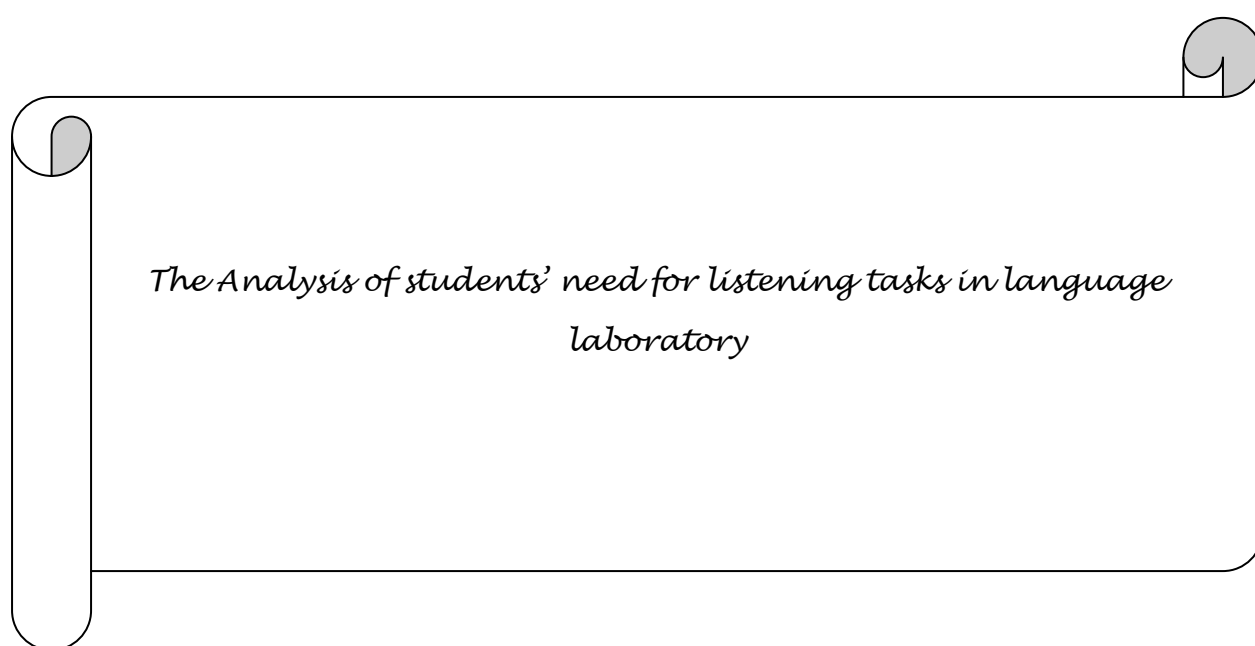
Terimakasih atas perhatian adik-adik dan kerjasamanya.

Yogyakarta, Juli 2011

Peneliti

Niken Murtisari

06202244133



Respondent

1. Nama :
2. Jurusan :
3. Kelas :
4. Jenis kelamin :
5. Bahasa Inggris digunakan adik-adik untuk . . .
 - a. belajar di sekolah
 - b. bekerja
 - c. training
 - d. lainnya (tuliskan)
6. Bahasa Inggris akan sering digunakan oleh adik-adik dalam situasi . . .
 - a. face to face
 - b. telephone
 - c. formal
 - d. informal
 - e. Lain-lain (tuliskan) . . .
7. Tujuan apa yang ingin adik capai saat belajar bahasa inggris khususnya listening?
 - a. Mendengarkan secara efektif dalam berbagai situasi untuk berbagai tujuan
 - b. Menjadi pendengar yang aktif dan menjawab pertanyaan
 - c. Dapat menyimpulkan teks yang diperdengarkan dalam audio
 - d. lainnya (tuliskan) . . .
8. Jenis text yang biasanya adik-adik pelajari yaitu . . .
 - a. Teks akademik
 - b. Percakapan tidak resmi
 - c. Percakapan resmi
 - d. Petunjuk tehnik
 - e. lainnya (tuliskan) . . .
9. Jenis text yang adik-adik sukai yaitu . . .
 - a. Teks akademik
 - b. Percakapan tidak resmi
 - c. Percakapan resmi

- d. Petunjuk tehnik
 - e. lainnya (tuliskan) . . .
10. Hal-hal yang adik-adik sukai saat belajar listening . . .
- a. Mendengarkan dan mengisi soal-soal rumpang
 - b. Mendengarkan dan menjawab pertanyaan
 - c. Mencocokkan antara situasi yang adik dengar dengan gambar
 - d. Mengisi table
 - e. Lainnya
11. Materi listening/mendengarkan Bahasa Inggris yang adik-adik butuhkan adalah materi yang
- a. monolog
 - b. dialog
 - c. table
 - d. mencocokkan gambar dan situasi
 - e. Lainnya
12. Materi yang adik-adik sukai adalah
- a. Dialog
 - b. Instruksi/manual
 - c. Pengumuman
 - d. Iklan
 - e. tabel
 - f. Lain-lain (tuliskan) . . .
13. Saat pembelajaran bahasa inggris khususnya mendengarkan, kesulitan apa yang anda temukan?
- a. Kosakata yang tidak jelas pengucapannya
 - b. Audionya terlalu cepat
 - c. Banyak kosakata sulit
 - d. Waktu audio terlalu lama
 - e. Lain-lain (tuliskan) . . .
14. Topik-topik yang anda sukai dalam pembelajaran bahasa Inggris khususnya listening adalah
- (topic)
- a) Topik yang berhubungan dengan kehidupan sehari-hari
 - b) Topik yang berhubungan dengan dunia remaja

- c) Topik yang berhubungan dengan kehidupan sosial
 - d) Topik yang berhubungan dengan dunia pendidikan
 - e) Topik yang berhubungan dengan Elektro
 - f) Lain-lain (tuliskan) . . .
15. Berapa lama durasi input materi mendengarkan Bahasa Inggris (*Listening Skill*) yang adik-adik inginkan?
- a. < 2 menit
 - b. 2-3 menit
 - c. 3-4 menit
 - d. > 4 menit
 - e. Lainnya
16. Apa aktivitas yang adik-adik inginkan agar dapat membantu adik-adik dalam belajar mendengarkan (*Listening*)?
- a. Mendengarkan dialog dan melengkapinya
 - b. Mendengarkan dialog dan menjawab pertanyaan
 - c. Mendengarkan pernyataan lisan dan menentukan yang pilihan tepat sesuai gambar
 - d. Merespon ungkapan yang tepat dari pernyataan lisan
 - e. Menentukan informasi dari *short talk* (iklan radio monolog, kotak suara telepon, pengumuman singkat secara lisan, dll)
 - f. Mendengarkan teks lisan dan mencatat informasi rincinya (*note-taking*)
 - g. Mendengarkan teks monolog/ dialog kemudian memilih pernyataan yang salah/ benar sesuai dg teks
 - h. Mendengarkan dan mengambil intisari dari sebuah teks monolog/ dialog
 - i. Mendengarkan teks pendek dan melengkapi informasi kedalam tabel atau diagram
 - j. Lainnya
17. Adik-adik menginginkan guru yang mengajar di kelas berperan sebagai apa di dalam Kegiatan Belajar Mengajar (KBM) Bahasa Inggris?
- a. Instruktur
 - b. *Observer*
 - c. *Observer* dan Partisipan
 - d. Berperan sebagai fasilitator
 - e. Memberikan motivasi
 - f. Mengajar dengan komunikatif

- g. Menjelaskan tugas pembelajaran yang harus dilakukan
 - h. Memonitor perkembangan penguasaan Bahasa Inggris Saya
 - i. Memberi ruang terbuka untuk sharing dan tanya jawab
 - j. Memberi feedback
 - k. Lainnya
18. Pada saat proses KBM berlangsung, adik-adik lebih suka jika guru
- a. Menjelaskan materi secara detail
 - b. Menjelaskan dengan memberikan contoh
 - c. Menjelaskan dengan melibatkan siswa
 - d. Lainnya
19. Apa perananan yang adik-adik inginkan di dalam KBM Bahasa Inggris di kelas?
- a. Partisipan yang pasif (berarti siswa kurang memberi respon kepada penjelasan guru)
 - b. Partisipan yang responsif (berarti siswa mampu bernegosiasi baik dengan teman ataupun guru mengenai topik yang sedang dipelajari)
 - c. Pendengar tetapi juga sebagai *Performer* dalam kelas (berarti siswa sedikit banyak berperan dalam isi pembelajaran di kelas)
 - d. Partisipan yang terlibat langsung dalam aktivitas sosial di dalam kelas
 - e. Partisipan yang bertanggung jawab atas apa yang mereka pelajari di dalam maupun di luar kelas
 - f. Mendengar penjelasan guru
 - g. Melaksanakan instruksi dari guru
 - h. Berpartisipasi aktif secara komunikatif di kelas
 - i. Melakukan analisa secara sistematis terhadap materi pelajaran Bahasa Inggris
 - j. Memberi saran, kritik, dan masukan terhadap cara mengajar guru
 - k. Mengorganisasikan informasi untuk menyelesaikan masalah yang harus dipecahkan dalam materi
 - l. Memanfaatkan setiap kesempatan untuk berinteraksi dengan baik di kelas
 - m. Kooperatif ketika guru melakukan penilaian
 - n. Lainnya
- 20.. Saya membutuhkan setting kegiatan pembelajaran yang....
- a. Aktif
 - b. Interaktif

- c. Penuh kerjasama
 - d. Penuh dengan fasilitas yang mengasyikkan dan berbasis teknologi canggih
 - e. Individu
 - f. Berpasangan
 - g. Berkelompok
 - h. Lainnya (tuliskan) . . .
21. Berapa banyak jumlah tugas (*tasks*) yang efektif menurut adik-adik dalam satu unit materi?
- a. 3-5 tugas
 - b. 5-8 tugas
 - c. lebih dari 8 tugas
 - d. lainnya (tuliskan)
22. Pada saat akhir evaluasi tiap unit, adik-adik lebih suka mengerjakan soal berbentuk ...
- a. Soal pilihan ganda
 - b. Soal *true/false*
 - c. Question and respons
 - d. matching
 - e. Lainnya (tuliskan) . . .
23. Apakah latihan-latihan atau materi listening untuk laboratorium bahasa di sekolah anda sudah ada?
- a. Sudah tapi belum lengkap
 - b. Sudah lengkap
 - c. Belum ada sama sekali

NEEDS ANALYSIS
DESIGNING LISTENING TASKS FOR ENGLISH LABORATORY CLASS OF THE
FIRST GRADE OF INDUSTRIAL ELECTRONICS ENGINEERING DEPARTMENT IN
SMK N 2 PENGASIH

1.	Bahasa Inggris digunakan adik-adik untuk . . .		
	a. belajar di sekolah	22	70,96%
	b. bekerja	-	-
	c. training	9	29,04%
	d. lainnya (tuliskan)	-	-
2.	Bahasa Inggris akan sering digunakan oleh adik-adik dalam situasi . . .		
	a. face to face	2	6,45%
	b. telephone	2	6,45%
	c. formal	18	58,06%
	d. informal	6	19,35%
	e. lain-lain (tuliskan)	3	9,67%
3.	Tujuan apa yang ingin adik capai saat belajar bahasa inggris khususnya listening?		
	a.Mendengarkan secara efektif dalam berbagai situasi untuk berbagai tujuan	21	67,74%
	b.Menjadi pendengar yang aktif dan menjawab pertanyaan	4	12,90%
	c. Dapat menyimpulkan teks yang diperdengarkan dalam audio	4	12,90%
	d. lainnya (tuliskan) . . .	1	3,22%
	alpha	1	3,22%
4.	Jenis text yang biasanya adik-adik pelajari yaitu . . .		
	a. Teks akademik	16	51,61%
	b. Percakapan tidak resmi	8	25,81%
	c. Percakapan resmi	2	6,45%
	d. Petunjuk tehnik	4	12,90%
	e. lainnya (tuliskan) . . .	1	3,22%
5.	Jenis text yang adik-adik sukai yaitu . . .		
	a. Teks akademik	10	32,26%

	b. Percakapan tidak resmi	16	51,61%
	c. Percakapan resmi	-	-
	d. Petunjuk tehnik	3	9,68%
	e. lainnya (tuliskan) . . .	2	6.45%
6.	1. Hal-hal yang adik-adik sukai saat belajar listening . . .		
	a. Mendengarkan dan mengisi soal-soal rumpang	2	6,45%
	b. Mendengarkan dan menjawab pertanyaan	12	38,71%
	c. Mencocokkan antara situasi yang adik dengar dengan gambar	17	54,84%
	d. Mengisi table	-	-
	e. Lainnya	-	-
7.	Materi listening/mendengarkan Bahasa Inggris yang adik-adik butuhkan adalah materi yang		
	a. monolog	6	19,35%
	b. dialog	15	48,39%
	c. table	-	-
	d. mencocokkan gambar dan situasi	-	-
	e. Lainnya	9	29,03%
	Alpha	1	3,22%
8.	Materi yang adik-adik sukai adalah		
	a. Dialog	12	38,71%
	b. Instruksi/manual	5	16,13%
	c. Pengumuman	5	16,13%
	d. Iklan	7	22,58%
	e. tabel	1	3,22%
	f. Lain-lain (tuliskan) . . .	1	3,22%
9.	Saat pembelajaran bahasa inggris khususnya mendengarkan, kesulitan apa yang anda temukan?		
	a. Kosakata yang tidak jelas pengucapannya	10	32,26%
	b. Audionya terlalu cepat	5	16,13%
	c. Banyak kosakata sulit	18	58,06%
	d. Waktu audio terlalu lama	-	-

	e. Lain-lain (tuliskan) . . .	1	3,22%
10.	Topik-topik yang anda sukai dalam pembelajaran bahasa Inggris khususnya listening adalah		
	a) Topik yang berhubungan dengan kehidupan sehari-hari	16	51,61%
	b) Topik yang berhubungan dengan dunia remaja	3	9,68%
	c) Topik yang berhubungan dengan kehidupan sosial	5	16,13%
	d) Topik yang berhubungan dengan dunia pendidikan	2	6,45%
	e) Topik yang berhubungan dengan Elektro	7	22,58%
	f) Lain-lain (tuliskan) . . .	-	-
11.	Berapa lama durasi input materi mendengarkan Bahasa Inggris (<i>Listening Skill</i>) yang adik-adik inginkan?		
	a. < 2 menit	4	12,90%
	b. 2-3 menit	4	12,90%
	c. 3-4 menit	9	29,03%
	d. > 4 menit	11	35,48%
	e. Lainnya	3	9,68%
12.	Apa aktivitas yang adik-adik inginkan agar dapat membantu adik-adik dalam belajar mendengarkan (<i>Listening</i>)?		
	a. Mendengarkan dialog dan melengkapinya	7	25,58%
	b. Mendengarkan dialog dan menjawab pertanyaan	5	16,13%
	c. Mendengarkan pernyataan lisan dan menentukan yang pilihan tepat sesuai gambar	9	29,03%
	d. Merespon ungkapan yang tepat dari pernyataan lisan	3	9,68%
	e. Menentukan informasi dari <i>short talk</i> (iklan radio monolog, kotak suara telepon, pengumuman singkat secara lisan, dll)	4	12,90%
	f. Mendengarkan teks lisan dan mencatat	8	25,81%

	informasi rincinya (<i>note-taking</i>)		
	g. Mendengarkan teks monolog/ dialog kemudian memilih pernyataan yang salah/ benar sesuai dg teks	9	29,03%
	h. Mendengarkan dan mengambil intisari dari sebuah teks monolog/ dialog	6	19,35%
	i. Mendengarkan teks pendek dan melengkapi informasi kedalam tabel atau diagram	3	9,68%
	j. Lainnya	1	3,22%
13.	Adik-adik menginginkan guru yang mengajar di kelas berperan sebagai apa di dalam Kegiatan Belajar Mengajar (KBM) Bahasa Inggris?		
	a. Instruktur	1	3,22%
	b. <i>Observer</i>	-	-
	c. <i>Observer</i> dan Partisipan	3	9,68%
	d. Berperan sebagai fasilitator	4	12,90%
	e. Memberikan motivasi	7	22,58%
	f. Mengajar dengan komunikatif	9	29,03%
	g. Menjelaskan tugas pembelajaran yang harus dilakukan	9	29,03%
	h. Memonitor perkembangan penguasaan Bahasa Inggris Saya	3	9,68%
	i. Memberi ruang terbuka untuk sharing dan tanya jawab	4	12,90%
	j. Memberi feedback	-	-
	k. Lainnya	-	-
14.	Pada saat proses KBM berlangsung, adik-adik lebih suka jika guru		
	a. Menjelaskan materi secara detail	5	16,13%
	b. Menjelaskan dengan memberikan contoh	19	61,30%
	c. Menjelaskan dengan melibatkan siswa	6	19,35%
	d. Lainnya	2	6,45%
15.	Apa perananan yang adik-adik inginkan di dalam KBM Bahasa Inggris di kelas?		
	a. Partisipan yang pasif (berarti siswa kurang	-	-

	memberi respon kepada penjelasan guru)		
	b. Partisipan yang responsif (berarti siswa mampu bernegosiasi baik dengan teman ataupun guru mengenai topik yang sedang dipelajari)	14	45,16%
	c. Pendengar tetapi juga sebagai <i>Performer</i> dalam kelas (berarti siswa sedikit banyak berperan dalam isi pembelajaran di kelas)	1	3,22%
	d. Partisipan yang terlibat langsung dalam aktivitas sosial di dalam kelas	-	-
	e. Partisipan yang bertanggung jawab atas apa yang mereka pelajari di dalam maupun di luar kelas	1	3,22%
	f. Mendengar penjelasan guru	12	38,71%
	g. Melaksanakan instruksi dari guru	1	3,22%
	h. Berpartisipasi aktif secara komunikatif di kelas	7	22,58%
	i. Melakukan analisa secara sistematis terhadap materi pelajaran Bahasa Inggris	4	12,90%
	j. Memberi saran, kritik, dan masukan terhadap cara mengajar guru	-	-
	k. Mengorganisasikan informasi untuk menyelesaikan masalah yang harus dipecahkan dalam materi	4	12,90%
	l. Memanfaatkan setiap kesempatan untuk berinteraksi dengan baik di kelas	2	6,45%
	m. Kooperatif ketika guru melakukan penilaian	-	-
	n. Lainnya	-	-
16.	Saya membutuhkan setting kegiatan pembelajaran yang....		
	a. Aktif	3	9,68%
	b. Interaktif	3	9,68%
	c. Penuh kerjasama	11	35,48%
	d. Penuh dengan fasilitas yang menyenangkan	10	32,26%

	dan berbasis teknologi canggih		
	e. Individu	1	3,22%
	f. Berpasangan	-	-
	g. Berkelompok	5	16,13%
	h. Lainnya (tuliskan) . . .	-	-
	Alpha	1	3,22%
17.	Berapa banyak jumlah tugas (<i>tasks</i>) yang efektif menurut adik-adik dalam satu unit materi?		
	a. 3-5 tugas	23	74,19%
	b. 5-8 tugas	3	9,68%
	c. lebih dari 8 tugas	-	-
	d. lainnya (tuliskan)	5	16,13%
18.	Pada saat akhir evaluasi tiap unit, adik-adik lebih suka mengerjakan soal berbentuk ...		
	a. Soal pilihan ganda	23	74,20%
	b. Soal <i>true/false</i>	7	22,58%
	c. Question and respons	-	-
	d. matching	4	12,90%
	e. Lainnya (tuliskan) . . .	-	-

COURSE GRID

Name of the school : SMKN 2 Pengasih
Subject : English
Class/ Semester : X/I
Standard Competency : Ability to communicate in English equal to Novice Level

Basic Competency	Indicators	Topic	Materials	Activities	Assessment	Time Allotment	Sources
1.1 Understand basic expressions in social interaction for the purposes of life. 1.1 Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan.	<ul style="list-style-type: none"> - Students are able to respond to greeting and leave taking expressions - students are able to respond to the introduction of self and others - students are able to 	Daily life	Greeting and leave taking <ul style="list-style-type: none"> - Hi. - How are you? - Good morning. - Bye. - See you later. Introducing <ul style="list-style-type: none"> ✓ I introduce my self. I am ✓ Mel, this is Roy. ✓ Nice to meet you Thanking <ul style="list-style-type: none"> ✓ Thank you 	<ul style="list-style-type: none"> - Listen to the dialogue and answer the questions - Listen to the conversation and fill in the blank and answer the question. - Listen to the recording and choose the answer true or false. 	✓ Multiple choices ✓ Completing the dialog ✓ Listen to the audio and match the expression from the audio with the responses	4 X 45'	<ul style="list-style-type: none"> • Global access to the world of work • Dictionary • Audio • Internet • English for SMK by Maria Regina

	<p>respond a variety of expressions of thanks</p> <p>- students are able to respond a variety of expressions of apology and sympathy</p>		<p>very much</p> <p>✓ You are welcome</p> <p>Apologizing</p> <p>✓ I am sorry for . . .</p> <p>✓ Please forgive me . . .</p> <p>Sympathy</p> <p>✓ I'm sorry to hear that.</p>				
<p>1.2 Mention time, day, month and year</p> <p>1.2 menyebutkan benda-benda, orang-orang, ciri-ciri, waktu, hari, bulan, dan tahun</p>	<p>- students are able to respond to and understand time (time of the day), the names of the day / date, month, year appropriately</p>	Electrical engineering and surroundings	<p>✓ Cardinal and ordinal numbers (one, eleven, first, etc)</p> <p>✓ variety of days, month, and time.</p>	<p>- Listen to the recording and answer the questions</p> <p>- Listen to the conversation from the recording and fill in the blank</p>	<p>✓ Multiple choice</p> <p>✓ Fill in the blank based on audio</p> <p>✓ Choose false or true based on the audio</p>	4 X 45'	<ul style="list-style-type: none"> • Global access to the world of work • Dictionary • Audio • Internet • English for SMK by Maria Regina

<p>1.3 Describe objects, people, characteristics</p> <p>1.3 Mendeskripsikan benda-benda, orang, ciri-ciri</p>	<ul style="list-style-type: none"> - students are able to respond to numbers with objects associated with the color and shape. - Students can describe the object based on shape, 	Electrical engineering and surroundings	<ul style="list-style-type: none"> ✓ Shapes: round, straight, square, rectangle, oval ✓ colours: green, blue, yellow, etc 	<ul style="list-style-type: none"> - Listen to the recording and choose the answer true or false. - Listen to the time recording and write time in the picture based on recording. - Match the picture and the discription of the picture based on the recording - Listen the recording and guess object or 	<ul style="list-style-type: none"> ✓ Multiple choice ✓ Listen to the audio then match the statement from audio with the picture ✓ Answer the 	3 X 45'	<ul style="list-style-type: none"> • Global access to the world of work • Dictionary • Audio • Internet • English for SMK by Maria Regina
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	<p>color..</p> <ul style="list-style-type: none"> - students can describe the person profession, nationality, physical characteristics, and their activity 		<ul style="list-style-type: none"> ✓ Nationality: Anita is an Indonesian ✓ Profession: Dina is a teacher ✓ Physical characteristic : Rita is a pretty girl, tall and ideal body 	<p>person based on the recording.</p> <ul style="list-style-type: none"> - Listen to the recording and choose the answer true or false. - Listen to the conversation from the recording and fill in the blank. 	<p>question based on the recording.</p> <ul style="list-style-type: none"> ✓ Choose true or false the statement from audio based on pictures. 		
<p>1.4 produce a simple utterance enough to basic functions</p> <p>1.4 menghasilkan tuturan sederhana yang cukup untuk</p>	<ul style="list-style-type: none"> - students are able to respond to expressions of command and requests appropriately 	Social life	<ul style="list-style-type: none"> ✓ Expressions of command: Be quiet! Take care! Listen to me carefully! ✓ Expressions of request: Could: Could 	<ul style="list-style-type: none"> - Listen to the conversation from the recording and choose the answer (multiple 	<ul style="list-style-type: none"> ✓ Multiple choice ✓ Complete the dialog ✓ Answer true and false 	4 X 45'	<ul style="list-style-type: none"> • Global access to the world of work • Dictionary • Audio • Internet • English for SMK by Maria Regina

<p>fungsi-fungsi dasar.</p>	<ul style="list-style-type: none"> - students can respond to a variety of feelings appropriately - students can respond to the request and giving permissions appropriately 		<p>you make me some tea?</p> <p>Would: Would you wait here until the doctor is ready for you?</p> <ul style="list-style-type: none"> ✓ Expressions of feeling: I'm happy; I'm very sad, etc. ✓ Request permissions: <ul style="list-style-type: none"> • ...Could I use your phone? • ...Might I possibly use your phone? • ...Sorry to trouble you, but do you mind if I use your phone? 	<p>choice</p> <ul style="list-style-type: none"> - Complete the dialog based on the recording and answer the questions. - Listen to the recording and choose the answer true or false. 			
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	<p>- students can respond to offering things and services appropriately</p>		<ul style="list-style-type: none"> • ...Would you mind if I used your phone? • ...May I use your phone? • ...Can I use your phone? • ...I wonder if I could use your phone. <p>✓ Giving permissions: Sure. Go ahead. No problem.</p> <p>✓ Expressions used for offering things and services:</p> <ul style="list-style-type: none"> • Would you like to have some potatoes? • Would you like to bring this bag? 				
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Listening Tasks

By : Niken Murtisari

Listening Tasks for English Class
Of the First Grade for Industrial Electronics Engineering Department
In Vocational School

UNIT 1

Hello... My name is Nick

After this lesson, the students are expected to be able to:

- + Identify the expression of *greeting and leave-taking*, the introduction of self and others, and the variety of thanks and apology
- + Distinguish the kind of expression and the responses
- + Respond the expression.



We meet different people everyday. Therefore, we often need to greet someone, to introduce other people and to express thanking. When we did something that hurts or inconveniences another person, we also usually apologize. That's why you need to learn this unit.



Picture 1 (<http://gandhi.student.umm.ac.id>)

Let's get started

TASK 1



Look the expression and write the responses correctly. Number one has been done for you.

1.

Good afternoon

Good afternoon

2.

How are you

3.

Pleased to meet you

4.

Good bye

5.

Thanks for your help

6.

I am sorry to hear that

TASK 2



Match the expression with the response. Number one has been done for you.




No	Expression	Responses
1.	Good Morning	See you
2.	How are you	You're welcome
3.	Nice to meet you	No Problem
4.	See you tomorrow	Good morning
5.	Hello, my name is Nisa	I'm fine
6.	Thanks for your help	Nice to meet you too
7.	Sorry	Hi, my name Riska



Let's study

TASK 3



You will see a picture. You will hear four statements about the picture.
Choose the statements that most closely matches the picture.

No	Picture	Statement
1.	 http://www.andalas69.wordpress.com	<p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p>
2.	 http://www.espadax2.wordpress.com	<p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p>
3.	 http://www.ilhamsk.com	<p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p>

4.	 http://www.supriatna70.wordpress.com	A. B. C. D.
5.	 http://www.rizal70.webs.com	A. B. C. D.

TASK 4



You will hear a question and four possible responses. Choose the response that most closely answers the questions.

Example:

Now listen to the sample question.

You will hear: *Hi, how are you?*

You will also hear:

A. *My name is Joko.*

B. *He is fine, thanks.*

C. *Nice to meet you.*

D. *I am fine. Thank you.*

The best response to the question *Hi, how are you?* is choice **D**. I am fine. Thank you. Therefore, you should choose answer **D**.

1.
 - A. I am Nicky
 - B. Nice to meet you too
 - C. Fine. Thank you
 - D. Thanks
2.
 - A. See you
 - B. Thank you
 - C. I am fine
 - D. Good morning
3.
 - A. How do you do?
 - B. Bye
 - C. Hi, I am Susi
 - D. I am fine
4.
 - A. Bye
 - B. I am fine
 - C. Thanks
 - D. No Problem
5.
 - A. Forget it.
 - B. See you
 - C. Thanks
 - D. I am fine

TASK 5



In this part, you will listen to a conversation between Ari and Ria. Listen to the conversation carefully and then answer the questions. The audio will be played twice.

Questions

1. What does Ari say to greet Ria?
2. What does Ria say to greet Ari?
3. Where is Ari from?
4. What does Ari say to introduce himself to Ria?
5. What does Ria say to introduce herself?

TASK 6



In this part, you will listen to short conversations between two people. Choose the best answer to each question.

1. According to the audio, when did the conversation most probably happen?
A. 07.00 a.m
B. 01.00 p.m
C. 07.00 p.m
D. 01.00 a.m
2. What does Andrew say to Shella to end the conversation?
A. good bye
B. good night
C. see you
D. good morning
3. Where does Angel want to go?
A. English library
B. English laboratory
C. English classroom
D. English course
4. Where does Andy live?
A. Lupine Street Number 26
B. Lupine Street Number 28
C. Jasmine Street Number 26
D. Jasmine Street Number 28
5. Where are they going tonight?
A. office
B. company
C. company's party
D. Arif's home

TASK 7



In this part, you will listen to a conversation between Neny and Lia. Listen to the conversation carefully and then answer the questions. The audio will be played twice.

Questions

1. What does Neny say to begin the conversation?
2. Is Tomy a new technician?
3. What does Neny say to introduce Tomy?
4. What does Lia say to Tomy after Neny introducing Tomy?
5. Where does Tomy come from?

TASK 8



In this part, you will listen to conversation between Eka and Mr. Andika. Listen to the audio carefully, and then read the following statements. Write T if the statement is true and F if the statement is false.

No.	Statements	T/F
1.	The conversation happens in the morning.	
2.	Eka apologizes to his teacher because he comes late.	
3.	Eka comes late because his bicycle had flat tire.	
4.	Mr. Andika gives a punishment to Eka.	
5.	The conversation happens in the classroom.	

Let's make Summary



Study the following expressions.

A. GREETINGS

Formal Greetings	Responses
<ul style="list-style-type: none"> • Hi. • Hello. • Good morning. • Good afternoon. • Good evening. • How do you do? • How are you? 	<ul style="list-style-type: none"> • Hi. • Hello. • Hello, good morning. • Good afternoon. • Good evening. • How do you do? • I'm fine. Thank you.

Informal Greetings	Responses
<ul style="list-style-type: none"> ▪ Hi, how's life? ▪ How's everything? ▪ What's news? ▪ Nice to meet you. ▪ Good to see you. ▪ Pleased to meet you. ▪ How's business? 	<ul style="list-style-type: none"> ▪ Terrific. And you? ▪ Great, thanks. ▪ Just fine, thanks. ▪ Nice to meet you too. ▪ Me too. ▪ Pleased to meet you too. ▪ Pretty well. What about you?

Greeting a person you haven't seen for a long time (Formal)

- It has been a long time.
- It's been too long.
- What have you been up to all these years?
- It's always a pleasure to see you.
- How long has it been?

Greeting a person you haven't seen for a long time (Informal)

- How come I never see you?
- It's been such a long time.
- Long time no see.
- Where have you been hiding?
- It's been ages since we last met.

Note:

Time	Expression
00.00 - 12.00 a.m	Good morning
12.00 – 06.00 p.m	Good afternoon
06.00 – 09.00 p.m	Good evening
Time to go bed	Good night
Departing	Good bye

B. LEAVE TAKINGS

Leave Takings	Responses
<ul style="list-style-type: none">• Sorry, I have to go now.• I'll talk to you later.• It's been nice talking to you.• Good bye.• Bye-bye / Bye.• See you tomorrow.	<ul style="list-style-type: none">• Yes of course. See you.• Sure. See you later.• Thank you• Take care.• Keep in touch.• See you at school.

C. Introductions

Introducing Oneself	Responses
<ul style="list-style-type: none">• Hi, I'm Andy.• Hello, my name is Andy.• Good evening. My name is Andy.• May I introduce myself? I'm Andy.• Let me introduce myself. My name is Andy.• How do you do? My name is Baskara.	<ul style="list-style-type: none">• Hi, I'm Diana. Glad to meet you.• Hello. My name is Diana. Pleased to meet you.• Good evening. I'm Diana. How do you do?• How do you do? My name is Diana. Nice to meet you.

Introducing Others	Responses
<ul style="list-style-type: none"> ■ Do you know Raditya? ■ Have you met Raditya? ■ This is a friend of mine, Saskia. ■ Doni this is Heru, my friend. ■ May I introduce our new member, Mr. Rafael Romero? ■ Please allow me to introduce our new District Manager. ■ Let me introduce you to Mr. Jatmika our Marketing Manager. Mr. Jatmika, this is Mr. Dani from Bright Company. 	<ul style="list-style-type: none"> ■ No, I don't think so. ■ No, I haven't. ■ Hi, glad to meet you. I'm Bondan. ■ Hello, Saskia. Pleased to meet you. ■ I'm glad to know you. ■ It's nice to meet you. ■ How do you do? ■ How do you do? It's very nice to meet you.

D. Thanking

When someone gives you something	Responses
<ul style="list-style-type: none"> • Thanks (a lot). • Thank you (followed by): <ul style="list-style-type: none"> – It's very nice/ beautiful. – It's just what I want. – But you really didn't have to / You shouldn't have (if the gift is not expected) 	<ul style="list-style-type: none"> • You are welcome. • No problem. • It's OK/alright. • Don't mention it. • I'm glad you like it.

When someone does a favor or helps you	Responses
<ul style="list-style-type: none"> ■ Thanks (a lot) for your help. ■ Thanks (a lot) for helping me. ■ I really appreciate your help. ■ It was very kind of you to help me. ■ I'm very grateful to you for your visit. ■ I'm very grateful to you for inviting me. 	<ul style="list-style-type: none"> ■ You are welcome. ■ No problem. ■ That's OK/ alright. ■ Never mind. ■ Forget it. ■ Any time. ■ Think nothing of it. ■ I'm glad I could help. ■ Don't mention it. ■ It was my pleasure/ My pleasure. ■ It's no trouble at all.

E. Apology and Sympathy

→ Expressing Apology

Here are the expressions used to apologize and their responses (from the more formal to less formal expression):

Apology	Responses
<ul style="list-style-type: none"> • Forgive me. I'm terribly sorry about ... • Please accept my apology for ... • Please excuse ... (e.g., my cat) • I would like to apologize for ... • I apologize for ... • I'm sorry. I didn't mean to ... • I'm sorry that ... • Sorry... 	<ul style="list-style-type: none"> • That's quite all right. • I completely understand. • You don't need to apologize. • Oh, that's all right. It can happen to anyone. • It's not your fault. • Don't worry about it. • It's OK. • No problem. • Forget it.

→ Expressing Sympathy

The words "I'm sorry" are also used to express sympathy, such as in: "I'm sorry to hear that your brother was badly injured in that accident."

Expressing sympathy	
• I'm sorry to hear that.	
• That's	→ ashamed. a pity. too bad.
• How	→ awful terrible
• What	→ a pity a nuisance

EVALUATION

I. In this part, you will listen to short conversations between two people. Choose the best answer to each question.

1. According to the audio, when did the conversation most probably happen?
A. 07.00 a.m
B. 01.00 p.m
C. 07.00 p.m
D. 12.00 p.m
2. When does the conversation happen?
A. in the morning
B. in the afternoon
C. in the evening
D. in the night
3. What is the relationship between the two speakers?
A. aunt and niece
B. mother and son
C. mother and daughter
D. brother and sister
4. What is the woman's expression used for?
A. Introduction
B. Apology
C. Greeting
D. Thanking
5. Based on the conversation, the following statements are true, except . . .
A. Melda is Roni's friend
B. Roni introduces Hellen to Melda
C. Hellen is a new friend to Melda
D. Melda introduces Roni to Hellen
6. What does the man mean?
A. He introduces his self
B. He apologizes for being late
C. He greets the woman
D. He is thankful to the woman's gift
7. What is the woman's name?
A. Sasya
B. Salsa
C. Sabila
D. Saras
8. What does the man's expression used for?
A. Introduction
B. Apology
C. Greeting
D. Thanking
9. What is Mela's expression used for?
A. Introduction
B. Apologizing
C. Thanking
D. Response thanking
10. What is Andre' response probably?
A. I'm fine.
B. How do you do?
C. Great, thanks.
D. How are you?

II. In this part, you will listen to a conversation between Zulia and Mrs. Ella. Listen to the audio carefully. While listening, complete the conversation below.

Zulia : (1) _____, Mrs. Ella.
 Mrs. Ella : Good morning. I'm not good because my son is sick.
 Zulia : Oh. (2) _____, Ma'am.
 Mrs. Ella : Thank you. Are you a new student?
 Zulia : Yes, Ma'am. (3) _____ Zulia.
 Mrs. Ella : (4) _____ you, Zulia.
 Zulia : Nice to meet you too.
 Mrs. Ella : Oh, sorry. I have to meet the headmaster. See you Zulia.
 Zulia : (5) _____, Ma'am.

III. Listen to the expressions in the audio, then select a response at the box and match the appropriate response with the expression. Number one has been done for you.

Expressions	Responses
1. "Hi, Mel. How are you?"	1. Fine. Thank you 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

- A. See you.
- B. How do you do?
- C. Fine. Thank you.
- D. Ok. I'm sorry to hear that.
- E. Pleased to meet you too.
- F. I'm sorry for late.
- G. Yes, that's right.
- H. Yes, me too. I am happy to see you.
- I. Hi, Millie. Nice to meet you.
- J. Hi, Hanna. My name Rash.

UNIT 2

What time is it?

After this lesson, the students are expected to be able to:

- ✚ understand to the variety of number and time from audio
- ✚ differentiate of number and time
- ✚ Respond to the variety of number and time from audio



In our life, we always deal with numbers to get information about times, days, dates, months, and years. We will also find numbers in everywhere. We use numbers for many different purposes. We cannot imagine how difficult our life would be if there were no numbers nowadays. Therefore, numbers are very important in our life.



Picture 2 (<http://petualang-malam.blogspot.com>)



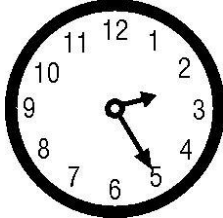


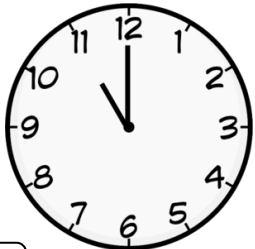


Picture 2.1 (<http://filevector.com>)

Let's get started

TASK 1

Match each time with a picture. Write the number. Number one has been done for you.

1. ten past ten
2. a quarter to eight
3. twenty five past two
4. ten past five
5. eleven o'clock
6. a half past seven

 <input type="text"/>	 <input type="text"/>	 <input type="text" value="1"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>

TASK 2

Match the dates on left with the dates on the right. Number one has been done for you.

- | | | |
|---------------|---------------|---------------------------------------|
| 1. 4/11/1995 | <u> d </u> | a. December six, nineteen eighty-nine |
| 2. 7/25/1990 | <u> </u> | b. February twelve, two thousand five |
| 2. 12/06/1989 | <u> </u> | c. July twenty five, nineteen ninety |
| 3. 11/13/2003 | <u> </u> | d. April eleven, nineteen ninety-five |

4. 2/12/2005 _____

e. October seven, two thousand seven

5. 10/7/2007 _____

f. November thirteen two thousand three

Let's Study

TASK 3



Listen to the audio and then give a tick (✓) to the correct answer.

1.	4 <input type="checkbox"/>	4 th <input type="checkbox"/>	14 <input type="checkbox"/>
2.	30 <input type="checkbox"/>	35 <input type="checkbox"/>	135 <input type="checkbox"/>
3.	20 <input type="checkbox"/>	26 <input type="checkbox"/>	26 th <input type="checkbox"/>
4.	23 <input type="checkbox"/>	123 <input type="checkbox"/>	132 <input type="checkbox"/>
5.	17°C <input type="checkbox"/>	70°C <input type="checkbox"/>	73°C <input type="checkbox"/>
6.	2V <input type="checkbox"/>	12 V <input type="checkbox"/>	20V <input type="checkbox"/>
7.	5V <input type="checkbox"/>	20V <input type="checkbox"/>	25V <input type="checkbox"/>
8.	15A <input type="checkbox"/>	50A <input type="checkbox"/>	55A <input type="checkbox"/>
9.	212 <input type="checkbox"/>	2002 <input type="checkbox"/>	2012 <input type="checkbox"/>
10.	5A <input type="checkbox"/>	15A <input type="checkbox"/>	50A <input type="checkbox"/>

TASK 4



In this part, you will listen to short conversations between two people.
Choose the best answer to each question.

1. What is the today's weather?
A. 3⁰C
B. 13⁰C
C. 30⁰C
D. 31⁰C
2. How much is the flash drive?
A. Rp 105,000.00
B. Rp 100,000.00
C. Rp 115,000.00
D. Rp 150,000.00
3. How much is the room voltage?
A. 212 W
B. 220 V
C. 212 V
D. 220 W
4. What is Tom's phone number?
A. 27444073
B. 02744703
C. 27444073
D. 02744703
5. What is the temperature of the water?
A. 10⁰C
B. 0⁰C
C. 1⁰C
D. 0,1⁰C

TASK 5



In this part, you will listen to some statements. Listen to the audio carefully and give a tick (✓) in the T column if the statements is TRUE and in F colouomn if the statements is FALSE.

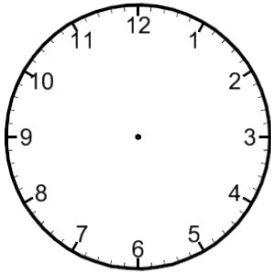
No	T	F
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

TASK 6

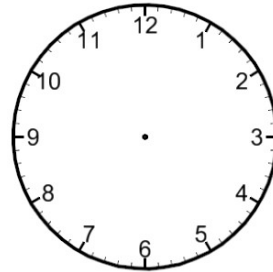


Listen to the audio and then draw the time in the pictures correctly based on the audio.

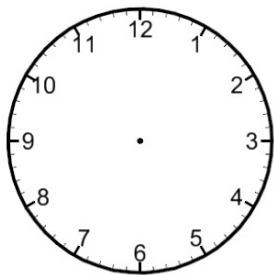
1.



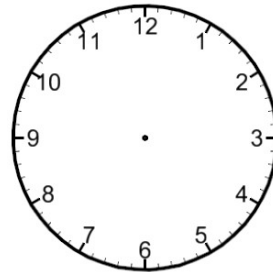
2.



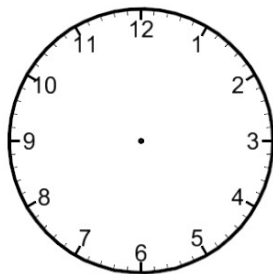
3.



4.



5.







Picture 2.8 (<http://www.teacherfiles.com>)

TASK 7



You will see a picture. You will hear four statements about the picture. Choose the statements that most closely matches the picture.

No	Picture	Statements
1.	 <p data-bbox="371 488 730 521">http://harry-arudam.blogspot.com</p>	<p data-bbox="1114 230 1150 264">A.</p> <p data-bbox="1114 286 1150 320">B.</p> <p data-bbox="1114 342 1150 376">C.</p> <p data-bbox="1114 398 1150 432">D.</p>
2.	 <p data-bbox="435 813 670 846">http://flexmedia.co.id</p>	<p data-bbox="1114 566 1150 600">A.</p> <p data-bbox="1114 622 1150 656">B.</p> <p data-bbox="1114 678 1150 712">C.</p> <p data-bbox="1114 734 1150 768">D.</p>
3.	 <p data-bbox="379 1261 722 1294">http://addictama.wordpress.com</p>	<p data-bbox="1114 925 1150 958">A.</p> <p data-bbox="1114 981 1150 1014">B.</p> <p data-bbox="1114 1037 1150 1070">C.</p> <p data-bbox="1114 1093 1150 1126">D.</p>
4.	 <p data-bbox="323 1597 778 1630">http://thermometerhygrometerdigital.com</p>	<p data-bbox="1114 1305 1150 1339">A.</p> <p data-bbox="1114 1361 1150 1395">B.</p> <p data-bbox="1114 1417 1150 1451">C.</p> <p data-bbox="1114 1473 1150 1507">D.</p>

5.



<http://apartmenttherapy.com>

- A.
- B.
- C.
- D.

TASK 8



You will hear a conversation between two people. You will see three or two question on each conversation. Answer to each question correctly.

Listen to the conversation for answering number 1, 2, and 3 .

1. When will Brian arrive in Yogyakarta?
2. What time will the speakers leave for the airport?
3. What time will the man arrive at the woman's office?

Listen to the conversation for answering number 4 and 5.

4. What will the man be doing at 09.00 tomorrow morning?
5. What time does the man want to see Mr. Yanto?

TASK 9



You will hear a talk given by a single speaker. You will see three or two questions on each talk. Answer to each question correctly.

Listen the short talk for answering number 1-5.

1. What train number will depart to New York city?
2. What time will the train depart?
3. What gate number should the passengers approach?
4. Are the passengers permitted to carry an luggage?
5. Where the passengers' lunggage must be stored?

Listen the short talk for answering number 6-10.

1. What floor number will the conference workshops take place?
2. What Restaurant will the lunch be served?
3. What time will afternoon workshops begin?
4. What time will a computer software demonstration be held?
5. What time will the afternoon refreshments be held?

Let's make Summary



A. Number

Study the following materials.

→ Cardinal numbers

1 = one	11 = eleven	21 = twenty one	40 = forty
2 = two	12 = twelve	22 = twenty two	50 = fifty
3 = three	13 = thirteen	23 = twenty three	60 = sixty
4 = four	14 = fourteen	24 = twenty four	70 = seventy
5 = five	15 = fifteen	25 = twenty five	80 = eighty
6 = six	16 = sixteen	26 = twenty six	90 = ninety
7 = seven	17 = seventeen	27 = twenty seven	100 = one hundred
8 = eight	18 = eighteen	28 = twenty eight	1.000.000= one million
9 = nine	19 = nineteen	29 = twenty nine	1.000.000.000 = one billion
10 = ten	20 = twenty	30 = thirty	1.000.000.000.000 = one trillion



Cardinal Numbers are used to:

1. show prices,
2. show time,
3. show physical appearances such as *weights, heights, ages, etc*,
4. show speed,
5. announce flight numbers, etc.

→ Ordinal numbers

1 st = first	11 th = eleventh	21 st = twenty-first	31 st = thirty-first
2 nd = second	12 th = twelfth	22 nd = twenty-second	40 th = fortieth
3 rd = third	13 th = thirteenth	23 rd = twenty-third	50 th = fiftieth
4 th = fourth	14 th = fourteenth	24 th = twenty-fourth	60 th = sixtieth
5 th = fifth	15 th = fifteenth	25 th = twenty-fifth	70 th = seventieth
6 th = sixth	16 th = sixteenth	26 th = twenty-sixth	80 th = eightieth
7 th = seventh	17 th = seventeenth	27 th = twenty-seventh	90 th = ninetieth
8 th = eighth	18 th = eighteenth	28 th = twenty-eighth	100 th = one hundredth
9 th = ninth	19 th = nineteenth	29 th = twenty-ninth	1,000 th = one thousandth
10 th = tenth	20 th = twentieth	30 th = thirtieth	1,000,000 th = one millionth



Ordinal Numbers are used to:

1. show dates,
2. show ranks / positions.

B. MONTHS

Listen to the audio and study the following material.

Names of Months	
January	July
February	August
March	September
April	October
May	November
June	December

C. TIME

Listen to the audio and study the following materials.

When we ask the time, we say “What time is it, please?”, “What’s the time, please?” or “Do you have the time?”

Here are the examples of telling time.

07.00	seven o'clock
07.30	Half past seven
09.20	Twenty past nine
05.15	A quarter past five
08.45	A quarter to nine

Notes:

A quarter : 15 minutes

(A) half : 30 minutes

Past : after

To : before

O'clock : sharp

a.m. : used when referring to a time between twelve o'clock at night and twelve o'clock in the middle of the day

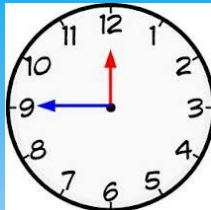
p.m. : used when referring to a time in the afternoon or evening or at night



It is ten to two

Picture 2.2

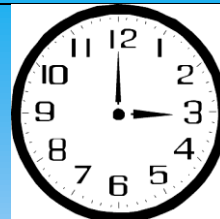
(<http://itrademarket.com>)



It is a quarter to twelve

Picture 2.3

(<http://englishpl10.w.interia.pl.com>)



It is three o'clock

Picture 2.4

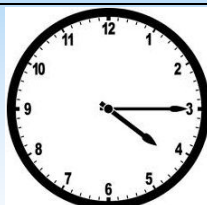
(<http://ddluino.altervista.org.com>)



It is ten past five

Picture 2.5

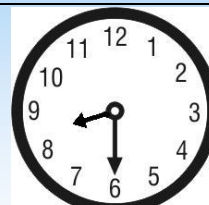
(<http://firstchoice.portfolio.no.com>)



It is a quarter past four

Picture 2.6

(<http://promptenglish.com>)



It is a half past eight

Picture 2.7

(<http://anglia.org.com>)

EVALUATION

I. In this part, you will listen to short conversations between two people. Listen to the audio and choose the correct answer.

1. What is her number?
A. 087735403020
B. 087734503920
C. 087735403200
D. 087734503200
2. What time does he go to school?
A. 07.15
B. 07.00
C. 06.45
D. 06.15
3. What is her birth date?
A. July 6th, 1993
B. July 16th, 1993
C. June 6th, 1993
D. June 16th, 1993
4. How is today's weather?
A. 0,8⁰ C
B. 8⁰ C
C. 18⁰ C
D. 80⁰ C
5. What's the woman's temperature?
A. 36⁰ C
B. 38,5⁰ C
C. 39,5⁰ C
D. 40⁰ C
6. What does the woman's mean?
A. She will go to Australia on March.
B. She will go to Australia on April.
C. She will go to Australia on May.
D. She will go to Australia on February.
7. When does the English course begin?
A. 07.00
B. 07.30
C. 06.30
D. 07.15
8. How much the T-shirt price?
A. Rp. 289.000,00
B. Rp. 298.000,00
C. Rp. 298.500,00
D. Rp. 299.000,00
9. What time does the meeting begin?
A. 09.15
B. 15.09
C. 09.45
D. 08.45
10. What time the speaker will go to the cinema?
A. 11.30 a.m
B. 12.30 a.m
C. 12.30 p.m
D. 12.00 p.m

II. In this part, you will listen to a short conversation between a teacher and a student.

Choose the best answer to each question.

1. The student's name is

A. Ratna Ramasari
C. Rina Ramasari

B. Dina Ramasari
D. Dina Ramadani
2. Her address is . . .

A. Rain Street 7, Yogyakarta.
C. Rainbow 24, Yogyakarta.

B. Ring Street 7, Yogyakarta .
D. Rainbow 20, Yogyakarta.
3. Her house number is...

A. 28
C. 38

B. 29
D. 39
4. Her telephone number is....

A. 237918
C. 337918

B. 238918
D. 337928
5. Her student number is. . . .

A. 2374
C. 2734

B. 2473
D. 2743

III. In this part, you will listen to monologs. Listen to the monologs carefully. While listening, complete the missing information.

1. Hello, my name is Aditya Hendrawan. I'm in Grade ____ of SMK Harapan Jaya. I was born on the _____ of _____, _____. My address is White Street number ____, Surabaya. My telephone number is _____.
2. My name is Sebastian. I'm _____ years old. I come from Singapore. I was born on the _____ of October _____. My address is _____ Randall Street, Manila. My telephone number is _____.

IV. In this part, you will listen to some statements. Listen to the audio carefully and give a tick (✓) in the T column if the statement is TRUE and in false column if the statement is FALSE.

No.	Statement	T	F
1.	I go to school at a quarter pass seven.		
2.	Doni lost his amperemeter 2 weeks ago.		
3.	I need 2 scrapers, 4 screwdrivers, and 3 solder suckers.		
4.	Jakarta.is about sixty kilometers from Bogor.		
5.	The practical test will be held on Monday, March 9 th , 2012.		

UNIT3

What is it?

After this lesson, the students are expected to be able to:

- ✚ describe the object based on shape, color, size, and origin
- ✚ describe the person from the profession, nationality, physical characteristics and activity

In our life, we often need to know how to describe colours, sizes, shapes, etc. We also need to ask and answer about someone's profession, origin, and nationality. In this unit, we will study about all of these things.



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Picture 3 (<http://avonturguide.blogspot.com>)

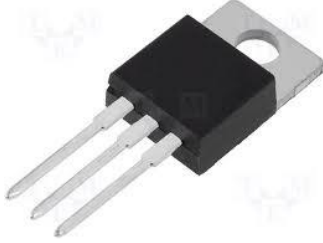
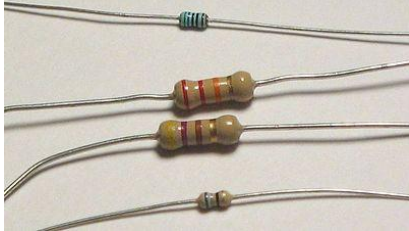




Let's get started

TASK 1



Find each item in the picture. Write the number in the correct box. Number one has been done for you.

1. It is an ammeter
2. It is a wrench
3. It is a scriddriver
4. It is a transistor
5. they are resistors
6. It is a solder

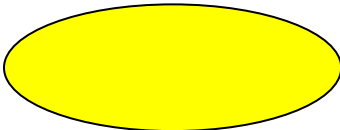
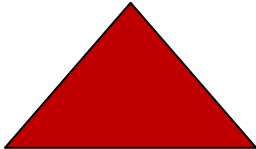

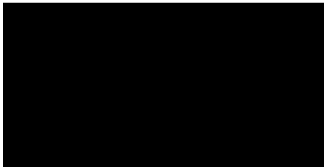
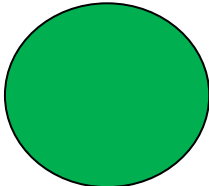
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text" value="1"/>

TASK 2



Give number to the picture based on the description.

1. The star is blue. It is a blue star.
2. The circle is green. It is a green circle.
3. The ellipse is yellow. It is a yellow ellipse.
4. The triangle is red. It is a red triangle.
5. The rectangular is black. It is a black rectangular.

No	Pictures
	
	
	
	
	

Let's Study

TASK 3





What is the correct name of the tools? Listen to the audio then give a tick (✓) in the correct answer.







1.	a multimeter		a multiterster	
2.	an ammeter		an amperemeter	
3.	pliers		players	
4.	a diode		a dioda	
5.	a cabel		a cable	
6.	a transistor		a transister	

TASK 4



Listen to these descriptions of people. Give a tick (✓) to the correct picture.


1.	 <input type="radio"/> Picture 3.1 http://jogging101.com	 <input type="radio"/> Picture 3.2 http://123rf.com
----	---	---

2.	 <input type="radio"/> Picture 3.3 http://adavenautomodified.blogspot.com	 <input type="radio"/> Picture 3.4 http://featurepics.com
3.	 <input type="radio"/> Picture 3.5 http://picturesof.net	 <input type="radio"/> Picture 3.6 http://dreamstime.com
4.	 <input type="radio"/> Picture 3.7 http://illustrationsof.com	 <input type="radio"/> Picture 3.8 http://fotosearch.com

TASK 5



Listen to the audio and write all the words dictated in column A, then match the statement in column A to the picture in column B.

A	B
	 Picture 3.17 (http://baselo.comuf.com)

	 <p>Picture 3.18 (http://dhika97853.wordpress.com)</p>
	 <p>Picture 3.19 (http://www.modifikasi.com)</p>
	 <p>Picture 3.20 (http://www.amazon.com)</p>
	 <p>Picture 3.21 (http://ekohasan.wordpress.com)</p>
	 <p>Picture 3.22 (http://www.cpfmarketplace.com)</p>
	 <p>Picture 3.23 (http://r-0-n.blogspot.com)</p>

TASK 6





In this part, you will listen to some monologs. Listen to the audio and guess the profession based on the audio.




No.	Jobs
1.	
2.	
3.	
4.	
5.	

TASK 7



You will see a picture. You will hear four statements about the picture. Choose the statements that most closely matches the picture.

No	Pictures	Statements
1.	 <p>http://bisnisukm.com</p>	<p>A. B. C. D.</p>
2.	 <p>http://t1.gstatic.com</p>	<p>A. B. C. D.</p>

3.	 <p>http://bengkelulik.blogspot.com</p>	A. B. C. D.
4.	 <p>http://pigment7up.com</p>	A. B. C. D.
5.	 <p>http://bittersweetcreations.net</p>	A. B. C. D.

TASK 8



You will hear a conversation between two people. You will see three or two question on each conversation. Answer to each question correctly.

Listen the conversation for answering number 1 and 2.

1. What does the woman borrow from the man?
2. The man has small pliers and big pliers. Which one the woman borrow?

Listen the conversation for answering number 3, 4, and 5.

3. What are Robert's characteristics?
4. Where does Robert live?
5. What happens with Robert?

TASK 9



You will hear a talk given by a single speaker. You will see three or two questions on each talk. Answer to each question correctly.

Listen the short talk for answering number 1, 2, and 3

1. Who is Rena?
2. Where does the speaker know Rena?
3. What are Rena's characteristics?

Listen the short talk for answering number 4 and 5.

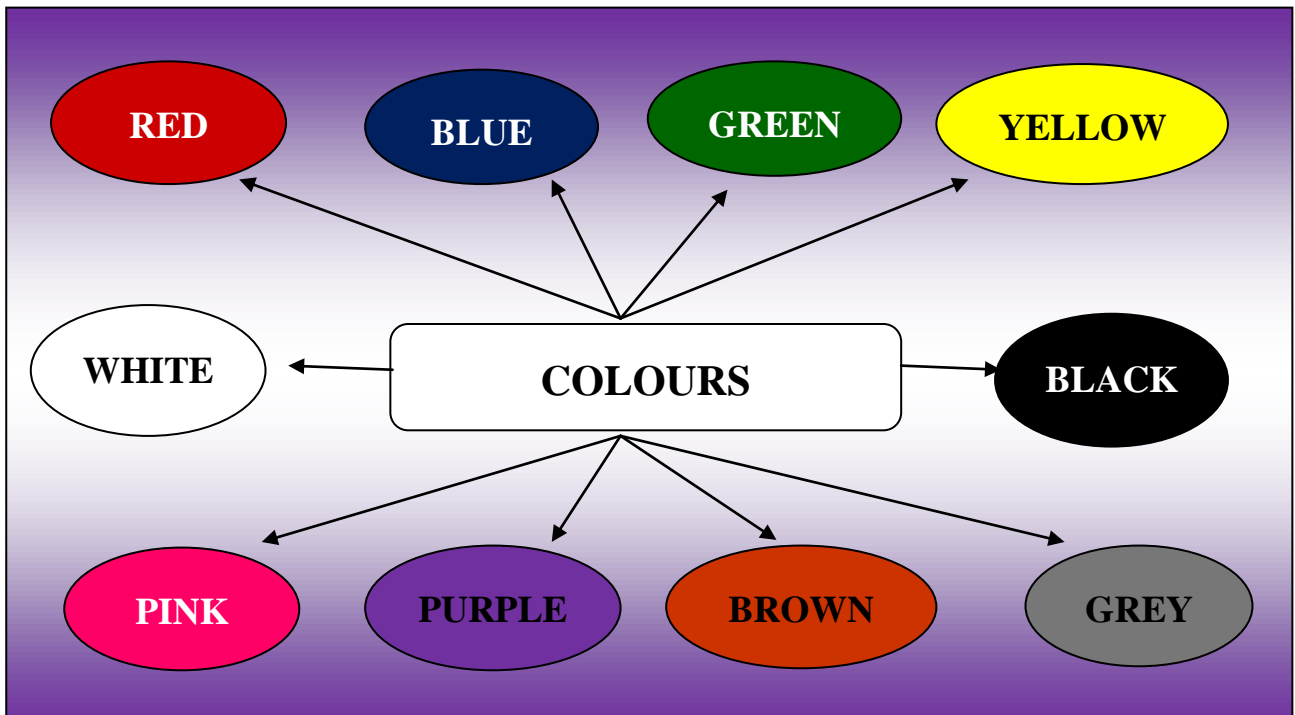
4. What does the speakers talk about?
5. Why the object is a special tool?

Let's make Summary



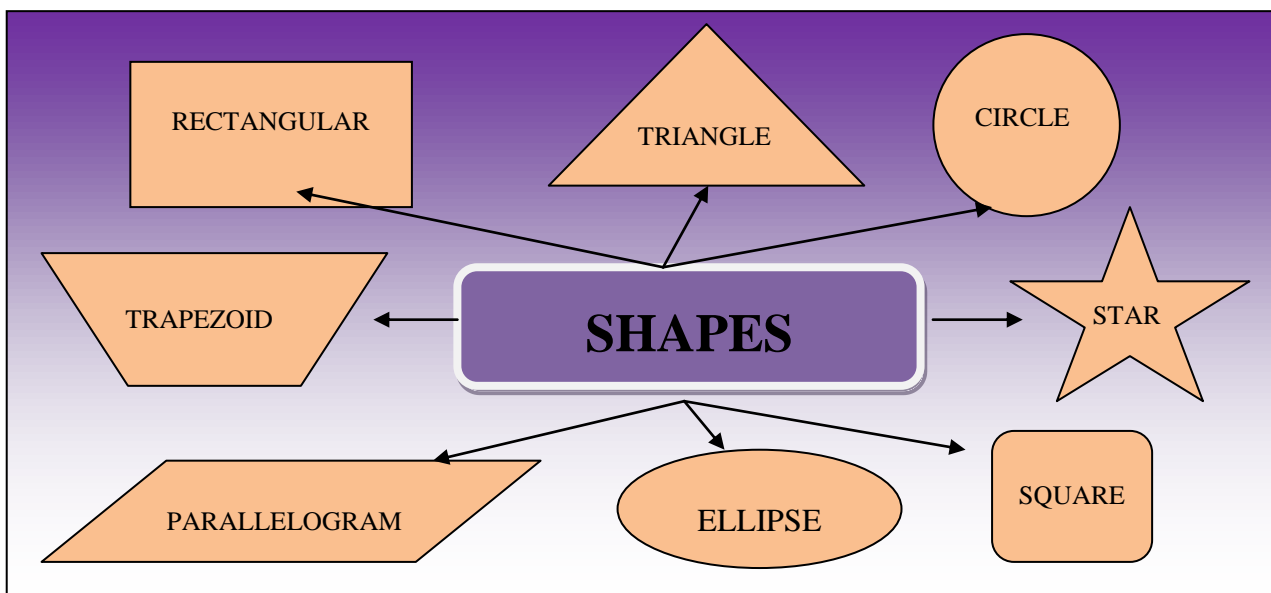
Study the variety of colours below.

A. COLOURS



B. SHAPES

There are kind of shapes. Listen to the audio and Let's study then distinguish them.



C. OBJECT

Listen to the audio and study the following material.

<p>They are pliers</p>  <p>Picture 3.9 (http://baselo.comuf.com)</p>	<p>It is a multitester</p>  <p>Picture 3.10 (http://www.cpfmarketplace.com)</p>
<p>It is a ammeter</p>  <p>Picture 3.11 (http://lilik.guru-indonesia.net)</p>	<p>It is a motors liner</p>  <p>Picture 3.12 (http://waliteknologi.blogspot.com)</p>
<p>It is a diode</p>  <p>Picture 3.13 (http://abisabrina.files.wordpress.com)</p>	<p>It is a cable</p>  <p>Picture 3.14(http://www.earlyedition.info)</p>
<p>It is a solder</p>  <p>Picture 3.15 (http://pigment7up.com)</p>	<p>It is a transistor</p>  <p>Picture 3.16 (http://komponenelektronika.net)</p>

D. DESCRIBING PEOPLE

Listen to the audio and study the following material.

Describe people based on:

- ✓ Nationality

Example: Anita is an Indonesian, Anton is an American (Korean, Indian, Malaysian, etc.)

- ✓ Profession

Example: Dina is a teacher, he is a good doctor, she is a clever nurse, etc.

- ✓ Physical characteristic

Example: Rita is a pretty girl, tall and has ideal body.

EVALUATION

I. Listen to the audio and choose the correct answer by crossing the letter A, B, C, or D.

1. What is the shape suitable with the audio?

A.



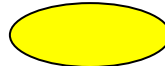
B.



C.



D.



2. What is the shape suitable with the audio?

A.



B.



C.



D.

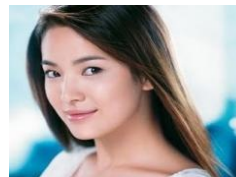


3. What is the picture that suitable with the audio?

A.



B.



Picture 3.24

(<http://fashiontrendgue.blogspot.com>)

Picture 3.26 (<http://mi3l-asiacub.blogspot.com>)

C.



D.



Picture 3.25 (<http://detik77.com>)

Picture 3.27 ([http:// artis-indonesia-news.blogspot.com](http://artis-indonesia-news.blogspot.com))

4. Who is she?

A. Doctor

C. Pharmacist

B. Nurse

D. Dentist

5. What is his job?






A. Servant

C. Nurse

B. Customers

D. Chef

II. Listen to the audio and write all the words dictated in column A, then match with arrow between the statement in column A to the picture in column B.

1.		 Picture 3.28 (http://lilik.guru-indonesia.net)
2.		 Picture 3.29 (http://lois28.blogspot.com)
3.		 Picture 3.30 (http://lois28.blogspot.com)
4.		 Picture 3.31(http://i883.photobucket.com)
5.		 Picture 3.32 (http://bp0.blogger.com)

III. In this part, you will listen to conversation between Angel and Tom. Listen to the conversation carefully, and answer the questions correctly. The audio will be played twice.

1. Where do Angel and Tom meet?

2. What is Tom's job?

3. Where does Tom work?

4. What is Tom doing in the restaurant?

5. What is Angel's job?

6. Where does she work?

7. What is Angel doing in her job?

IV. Look and identify the pictures and then listen to the statements from the audio and decide whether the statement is TRUE or FALSE.



Picture 3.33 (<http://kapanlagi.com>)



Picture 3.34 (<http://thief-kim-hyun-joong.tumblr.com>)

No.	Statements	T	F
1.			
2.			
3.			
4.			
5.			

UNIT 4

Excuse me

After this lesson, the students are expected to be able to:

- ✚ understand the expressions of commanding, requesting, giving permissions, offering things, and services from audio
- ✚ differentiate between the expressions of commanding, requesting, giving permissions, offering things, and services from audio
- ✚ respond to the expressions of commanding, requesting, giving permissions, offering things, and services from audio



In our live, we sometimes are not able to do things by ourselves for one or another reason. Thus, we need to ask others for a favour. We often give help to others as well. Can you ask for a favour and give help to others effectively?



Picture 4 (<http://cf.ltkcdn.net>)

Let's get started

TASK 1



Read these expressions. How do people use them in conversation? Check (✓) the correct answer. Number one has been done for you.

1. I have got a headache
2. Don't drive too fast.
3. Would you take my bag?
4. I hate you
5. Look ahead.
6. Could we go home now?
7. Would you like to have some tea?
8. You can go home now if you like.

No	Command	Kinds of Feelings	Giving permission	Offering Things or Services
1.		✓		
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Let's Study

TASK 2



Listen to the audio and then choose and give a tick (✓) if the statement belongs to command, request, or kind of feeling.





No	Command	Request	Kinds of Feelings	Giving permission	Offering Things or Services
1.					
2.					
3.					
4.					

5.					
6.					
7.					
8.					
9.					
10.					

TASK 3



You will see a picture. You will hear four statements about the picture.
Choose the statements that most closely matches the picture.

1.			<p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p>
2.			<p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p>
3.			<p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p>
4.			<p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p>

5.		A. B. C. D.
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TASK 4



**In this part, you will listen to short conversations between two people.
Choose the best answer to each question.**

1. What is the woman's expression used for?

A. Command expression	C. Invite
B. Request expression	D. Permission
2. Where will they meet tonight?

A. Randy's party	C. Restaurant
B. Hotel	D. Peter's house
3. What does the woman mean?

A. She asks John to stop the car.
B. She asks John to drive faster.
C. She asks John to drive carefully.
D. She wants to drive the car.

In this part you will listen to a conversation between a waitress and Johan. Listen the conversation for answering number 3, 4, and 5.

4. The waitress offers the following kinds of topping pizza, except

A. Hawaiian	C. Beef spaghetti
B. Seafood	D. Super Supreme
5. What does Johan order?

A. Pineapple juice	C. Large size Hawaiian
B. Large size Seafood	D. Large size Supreme

TASK 5



In this part, you will listen to a conversation between Angel and Andy. Listen to the conversation carefully and then complete the missing information.

Angel : Hi, Andy. What (1)_____?

Andy : Hi, Angel. I'm very hungry.

Angel : Why (2)_____ the food now?

Andy : I'm confused what the delicious food in this restaurant is.

Angel : Wait a minute. Sorry, (3)_____ now?

Waiter : (4)_____ you Miss?

Angel : I want to order some food. Can you (5)_____?

Waiter : The favorite's menus in this restaurant are spaghetti, macaroni pasta, and turkey.

Angel : Okay. I want spaghetti and orange juice, please.

Andy : I want macaroni pasta and orange juice too.

Waiter : Ok. Wait a minute.

TASK 6



In this part you will listen to conversation between a waiter, Samuel, and Anita. Listen to the conversation and then write the customers' orders based on audio.

Order	Samuel	Anita
Food	1. 2.	1. 2.
Drink		

TASK 7



In this part you will listen to a conversation between Praveen and Mrs. Olla. Listen to the conversation from audio carefully and then answer the questions.

Question

1. Where does Praveen have to find an industrial engineering and management book on?
2. Does the book in the first cupboard?
3. Who is Mrs. Olla?
4. Does the Librarian permit Praveen to borrow books?
5. Does the Librarian permit Praveen to sit for taking note on his book?

TASK 8



Listen to the conversation between Praveen and a librarian again and then write T if the statement is TRUE and F if the statement is FALSE.

No.	Statement	T/F
1.	Praveen needs to get some information on animal cells book.	
2.	Praveen finds the information industrial and management books.	
3.	The book is in the first cupboard	
4.	Praveen may borrow the book for two days	
5.	Praveen takes notes the information in the library	

TASK 9



You will hear a talk given by a single speaker. You will see three or two questions on each talk. Answer to each question correctly.

Listen the short talk for answering number 1, 2, and 3.

1. What is the restaurant's name?
2. What are the special foods in the restaurant?
3. What are the special drinks in the restaurant?

Listen the short talk for answering number 4 and 5.

4. What should the passengers do before exiting the ship?
5. What will happen in five minutes?

Let's make summary



Study the following expressions.

A. COMMAND AND REQUEST

A command has an understood subject (you) and the verb is in the base form. In the negative, “**don’t**” precede the base of the verb. Please can be added at the beginning or at the end to make it polite.

(optional)	Commands	Responses
Please	Follow me. Calm down. Look ahead. Be careful. Don’t drive too fast. Don’t go. Don’t be late.	All right. Yes, I will. OK. Certainly. Sure.

The request usually use these patterns:

Requests	Responses
Can you ... Could you ... Will you ... Would you ... Would you mind ...	I’d be glad to. Certainly. Sure.

KIND OF FEELINGS

Listen to the audio and study the following material.

- I am happy
- I am hungry
- I am bored
- I am tired
- I hate you
- I have got cough
- I have got a headache
- etc

B. REQUEST AND GIVING PERMISSIONS

We use **can** to ask for permission to do something:

- **Can I ask** a question, please?
Can we go home now.

could is more formal and **polite** than **can**:

- **Could I ask** a question please?
Could we go home now?

may is another **more formal** and polite way of asking for permission:

- **May I ask** a question please?
May we go home now?

We use **can** to **give** permission:

- **You can go** home now if you like.

may is a **more formal** and polite way of **giving** permission:

- **You may go** home now, if you like.

We use **can** to say that **someone has permission** to do something:

- **We can go out** whenever we want.

Students **can travel** free.

may is a **more formal** and polite way of saying that **someone has permission**:

- Students **may travel** free.

Expressions for seeking, granting and refusing permission in various situations are given below:

Formal Situations

Seeking permission : Might I have your permission to

With your permission I should like to...

Would it be all right if I

Granting permission: Permission is granted

We are pleased to permit

Refusing permission : I'm afraid we couldn't allow.

I'm afraid we don't have the authority.

Informal Situations

Seeking permission : Any chance of borrowing

Mind if I borrow

All right if I use

Granting permission : It's OK / fine / all right

Go ahead.

Of course, you can.

Refusing permission : I'd like to, but I can't

I can't possibly.

Sorry that's not on.

No way, I'm afraid.

C. OFFERING THINGS OR SERVICES

Listen to the audio and study the following material.

- Would you like to have some potatoes?
- Would you like to bring this bag?
- Would you like to have some tea?

Evaluation

I. In this part, you will listen to short conversations between two people. Listen to the audio and choose the correct answer.

1. The conversation contains an example of the expression of . . .
A. offering something
B. request
C. offering help
D. request permission.
2. What is the man's expression used for?
A. permission
B. command
C. request
D. order
3. What does Alena probably feel?
A. Hungry
B. Angry
C. Eat
D. Thirsty
4. It is an example of . . .
A. requesting
B. offering things
C. permission
D. offering service
5. What is the woman's expression used for?
A. sad
B. hungry
C. bored
D. happy
6. What is the man's feeling?
A. Happy
B. Sad
C. Angry
D. Proud

In this part you will listen to a conversation between a Boy and a girl. Listen the conversation for answering number 7 and 8.

7. What is offered by the boy?
A. Cake
B. Pair
C. Milk
D. Pie
8. Who made the food?
A. The boy
B. The girl
C. Her sister
D. Her mother

In this part you will listen to a conversation between Angel and Richard. Listen the conversation for answering number 9 and 10.

9. What is offered by the girl?

A. Coffee

C. Milk

B. Juice

D. Meal

10. What is the boy's request?

A. A glass of water

C. A glass of milk

B. A glass of juice

D. A glass of tea

II. In this part, you will listen to short conversations between two people. While listening, complete the missing information.

1. Ms. Dita : Rino, what are you doing?

Satria : I'm typing on the computer, Miss. _____ any problem?

Ms. Dita : Yes, the computer will be repaired because it is full of viruses.

Satria : Oh, I see.

Ms. Dita : You can _____

2. Teacher : Do you know what time it is?

Anwar : It's eight o'clock, Ma'am.

Teacher : Do you know the time of the class begin?

Anwar : Yes. It's a _____. Ma'am.

Teacher : It means you are late. Next time, _____.

Anwar : Yes, Ma'am.

3. Teacher : Hey, Andi. Are you sleeping?

Andi : Oh...mmm..._____, Ma'am.

Teacher : _____ next time, OK.

Andi : Yes Ma'am, I will.

4. Police : Why do you put your child sit in front you? Do you know that it can be dangerous? And you also don't wear a helmet?

Mr Kemas : I'm sorry, Sir, I must drop my children at school. They are already late.

Police : _____ me any reason, you've broken the law. _____ anymore.

Mr Kemas : All right, thank you.

Police : Next time use a helmet and your child must sit at the back. Don't put your family in danger.

5. Jack : Bye, Mom. I'm going to go to Christian's house.

Mom : Wait a minute. _____ before you leave.

Jack : What do I have to do?

Mom : Hang up your clothes. _____ back on the shelf. Okay?

Jack : Okay mom.

III. In this part, you will listen to a conversation between Andre and Christian. While listening, complete the missing information.

- Andre : Look at the man who is being interviewed. He is very (1) _____ in answering all the questions. I think he has a job experience before this.
- Christian : Maybe you're right. His appearing and his action show that he has a lot job experience. By the way, how is your feeling now?
- Andre : I'm very (2) _____ and (3) _____ that I will fail in this interview. You see, I haven't had a job experience at all.
- Christian : So am I. Seeing a confident man like him makes me (4) _____. I feel that my performance is much worse than this.
- Andre : Anyway, telling (5) _____ won't help us now. So, be optimistic!
- Christian : Good idea!

IV. In this part you will listen to a short conversation between the guest and the hotel staff. Listen to the conversation carefully and then write T if the statement is TRUE and F if the statement is FALSE.

No.	Statements	T/F
1.	The guest was offering help to the hotel staff	
2.	The hotel staff was offering help to the guest	
3.	Someone had stolen the guest's bag	
4.	The guest was just shocked	
5.	The staff hotel would call the police	

KUESIONER IMPLEMENTATION UNIT 1

KELAS 1 ELIN SMK N 2 PENGASIH

Nama :

Kelas :

Pilihlah jawaban dengan menggunakan tanda centang (✓) pada salah satu kolom yang sesuai dengan pendapat Anda.

Keterangan:

SS : sangat setuju

TS : tidak setuju

S : setuju

STS : sangat tidak setuju

R : ragu-ragu

No.	Pernyataan	SS	S	R	TS	STS
Keseluruhan Unit 1						
1.	Materi ini bisa membantu meningkatkan kemampuan bahasa Inggris sesuai dengan bidang dan kebutuhan siswa					
2.	Latihan-latihan (keseluruhan tasks) dalam materi mampu mempersiapkan siswa untuk menghadapi situasi kerja sesuai dengan bidang dan keahlian.					
3.	Materi ini sesuai dengan minat siswa					
4.	Input materi dalam unit 1 beragam					
5.	Kegiatan dalam unit 1 beragam					
6.	Latihan-latihan (keseluruhan tasks) dalam unit 1 tersusun secara baik dari yang terpandu hingga yang mandiri					
7.	Latihan dalam materi unit 1 tersusun secara baik dari mudah ke yang lebih sulit					
8.	Bahasa yang digunakan dalam materi mudah dipahami					
9.	Instruksi (perintah) yang ada dalam setiap kegiatan (task) di dalam materi jelas sehingga mudah dipahami.					
10.	Tampilan materi menarik					
11.	Penyusunan materi secara keseluruhan terstruktur dengan baik dan dapat diikuti					
12.	Judul unit 1 membantu siswa memprediksi topik yang akan dibahas selanjutnya					
13.	Pengantar unit (bagian setelah judul) membantu siswa mengetahui tujuan pembelajaran					
Task 1 - Lead In						
1.	Task 1 efektif untuk memberikan gambaran tentang topik yang akan dibahas					
2.	Input dalam task 1 sesuai dengan minat siswa					
3.	Input dalam task 1 menarik					
4.	Input dalam task 1 dapat dipahami					

5.	Kegiatan dalam task 1 sesuai dengan minat siswa					
6.	Kegiatan dalam task 1 menarik					
7.	Kegiatan dalam task 1 dapat memotivasi para siswa untuk belajar bahasa Inggris					
8.	Task 1 memberi kesempatan pada siswa untuk berpartisipasi aktif					
9.	Peran guru sebagai pengatur (organizer) dalam task 1 sudah cukup efektif					
10.	Pengelompokan siswa secara individu sudah efektif					
Task 2 –Lead In						
1.	Task 2 efektif untuk memberikan gambaran tentang ekspresi yang akan dibahas					
2.	Input dalam task 2 sesuai dengan minat siswa					
3.	Input dalam task 2 menarik					
4.	Input dalam task 2 dapat dipahami					
5.	Kegiatan dalam task 2 sesuai dengan minat siswa					
6.	Kegiatan dalam task 2 menarik					
7.	Kegiatan dalam task 2 dapat memotivasi para siswa untuk belajar bahasa Inggris					
8.	Task 2 memberi kesempatan pada siswa untuk berpartisipasi aktif					
9.	Peran guru sebagai pengatur (organizer) dalam task 2 sudah cukup efektif					
10.	Pengelompokan siswa secara individu sudah efektif					
Task 3 – Match the Picture						
1.	Task 3 efektif memberikan contoh ekspresi yang sedang dibahas					
2.	Input dalam task 3 sesuai dengan minat siswa					
3.	Input dalam task 3 menarik					
4.	Input dalam task 3 dapat dipahami (recording mudah dipahami)					
5.	Kegiatan dalam task 3 sesuai dengan minat siswa					
6.	Kegiatan dalam task 3 menarik					
7.	Kegiatan dalam task 3 dapat memotivasi para siswa untuk belajar bahasa Inggris					
8.	Task 3 memberi kesempatan pada siswa untuk berpartisipasi aktif					
9.	Peran guru sebagai orang yang member input (provider of material) dan membantu siswa untuk memahami materi dalam task 3 sudah cukup efektif					
10.	Kegiatan dikerjakan secara individu sudah efektif					
Task 4 – Listening kinds of Expression						
1.	Ekspreksi-ekspreksi dalam task 4 sudah sesuai dengan topik					
2.	Input dalam task 4 menarik					
3.	Input dalam task 4 sesuai dengan minat siswa					
4.	Input dalam task 4 mudah dipahami (recording)					

5.	Kegiatan dalam task 4 sesuai dengan minat siswa					
6.	Kegiatan dalam task 4 menarik					
7.	Kegiatan dalam task 4 dapat memotivasi para siswa untuk belajar bahasa Inggris					
8.	Peran guru sebagai instructor dalam mengerjakan task 4 sudah cukup efektif					
9.	Task 4 memberi kesempatan pada siswa untuk memahami dialog pendek					
10.	Kegiatan dikerjakan secara individu sudah efektif					
Task 5 – understanding conversation						
1.	Recorder mudah dipahami (jelas)					
2.	Input dalam task 5 menarik					
3.	Input dalam task 5 sesuai dengan minat siswa					
4.	Kegiatan dalam task 5 sesuai dengan minat siswa					
5.	Kegiatan dalam task 5 dapat memotivasi para siswa untuk belajar bahasa Inggris					
6.	Task 5 memberi kesempatan pada siswa untuk memahami conversation					
7.	Peran guru sebagai orang yang membantu kesulitan siswa (facilitator) dalam task 5 sudah cukup efektif					
8.	Kegiatan dikerjakan secara individu sudah efektif					
Task 6 – Listening short dialogue						
1.	Materi dalam task 6 mudah dipahami					
2.	Input dalam task 6 menarik					
3.	Input dalam task 6 sesuai dengan minat siswa					
4.	Kegiatan dalam task 6 sesuai dengan minat siswa					
5.	Kegiatan dalam task 6 dapat memotivasi para siswa untuk belajar bahasa Inggris					
6.	Task 6 memberi kesempatan pada siswa untuk memahami short dialogue					
7.	Peran guru sebagai facilitator membantu siswa dalam mengerjakan task 6 sudah cukup efektif					
8.	Kegiatan dikerjakan secara individu sudah efektif					
Task 7 – understanding conversation						
1.	Task 7, siswa lebih mudah memahami conversation dan menjawab pertanyaan					
2.	Input dalam task 7 sesuai dengan minat siswa					
3.	Input dalam task 7 menarik					
4.	Input dalam task 7 dapat dipahami					
5.	Kegiatan dalam task 7 sesuai dengan minat siswa					
6.	Kegiatan dalam task 7 menarik					
7.	Kegiatan dalam task 7 dapat memotivasi para siswa untuk belajar bahasa Inggris					
8.	Peran guru sebagai facilitator membantu siswa dalam mengerjakan task 7 sudah cukup efektif					

9.	Task 6 memberi kesempatan pada siswa untuk memahami conversation					
10	Kegiatan dikerjakan secara individu sudah efektif					
Task 8 – True and False						
1.	Task 7, siswa lebih mudah memahami conversation dan memilih benar dan salah.					
2.	Input dalam task 8 menarik					
3.	Input dalam task 8 sesuai dengan minat siswa					
4.	Kegiatan dalam task 8 sesuai dengan minat siswa					
5.	Kegiatan dalam task 8 menarik					
6.	Kegiatan dalam task 8 dapat memotivasi para siswa untuk belajar bahasa Inggris					
7.	Task 8 memberi kesempatan pada siswa untuk mengerti conversation yang sedang diputar					
8.	Peran guru sebagai facilitator membantu siswadalam mengerjakan task 7 sudah cukup efektif					
9.	Kegiatan dikerjakan secara individu sudah efektif					

No.	Pernyataan	SS	S	R	TS	STS
Keseluruhan Unit 2						
1.	Materi ini bisa membantu meningkatkan kemampuan bahasa Inggris sesuai dengan bidang dan kebutuhan siswa					
2.	Latihan-latihan (keseluruhan tasks) dalam materi mampu mempersiapkan siswa untuk menghadapi situasi kerja sesuai dengan bidang dan keahlian.					
3.	Materi ini sesuai dengan minat siswa					
4.	Input materi dalam unit 2 beragam					
5.	Kegiatan dalam unit 2 beragam					
6.	Latihan-latihan (keseluruhan tasks) dalam unit 2 tersusun secara baik dari yang terpandu hingga yang mandiri					
7.	Latihan dalam materi unit 2 tersusun secara baik dari mudah ke yang lebih sulit					
8.	Bahasa yang digunakan dalam materi mudah dipahami					
9.	Instruksi (perintah) yang ada dalam setiap kegiatan (task) di dalam materi jelas sehingga mudah dipahami.					
10.	Tampilan materi menarik					
11.	Penyusunan materi secara keseluruhan terstruktur dengan baik dan dapat diikuti					
12.	Judul unit 2 membantu siswa memprediksi topik yang akan dibahas selanjutnya					
13.	Pengantar unit (bagian setelah judul) membantu siswa mengetahui tujuan pembelajaran					
Task 1 - Lead in						
1.	Task 1 efektif untuk memberikan gambaran tentang topik yang akan dibahas					
2.	Input dalam task 1 sesuai dengan minat siswa					
3.	Input dalam task 1 menarik					
4.	Input dalam task 1 dapat dipahami					
5.	Kegiatan dalam task 1 sesuai dengan minat siswa					
6.	Kegiatan dalam task 1 menarik					
7.	Kegiatan dalam task 1 dapat memotivasi para siswa untuk belajar bahasa Inggris					
8.	Task 1 memberi kesempatan pada siswa untuk berpartisipasi aktif					
9.	Peran guru sebagai pengatur (organizer) dalam task 1 sudah cukup efektif					
10.	Pengelompokan siswa secara individu sudah efektif					
Task 2 – Lead in						
1.	Task 2 efektif untuk memberikan gambaran tentang topik yang akan dibahas					
2.	Input dalam task 2 sesuai dengan minat siswa					
3.	Input dalam task 2 menarik					
4.	Input dalam task 2 dapat dipahami					

5.	Kegiatan dalam task 2 sesuai dengan minat siswa					
6.	Kegiatan dalam task 2 menarik					
7.	Kegiatan dalam task 2 dapat memotivasi para siswa untuk belajar bahasa Inggris					
8.	Task 2 memberi kesempatan pada siswa untuk berpartisipasi aktif					
9.	Peran guru sebagai pengatur (organizer) dalam task 2 sudah cukup efektif					
10.	Pengelompokan siswa secara individu sudah efektif					
Task 3 – differentiate number						
1.	Task 3 efektif untuk memberikan latihan listening kepada siswa					
2.	Input dalam task 3 sesuai dengan minat siswa					
3.	Input dalam task 3 dapat dipahami					
4.	Kegiatan dalam task 3 sesuai dengan minat siswa					
5.	Kegiatan dalam task 3 menarik					
6.	Kegiatan dalam task 3 dapat memotivasi para siswa untuk belajar bahasa Inggris					
7.	Task 3 memberi kesempatan pada siswa untuk berpartisipasi aktif					
8.	Peran guru sebagai orang yang member input (provider of material) dan membantu siswa untuk memahami input (facilitator) dalam task 3 sudah cukup efektif					
9.	Pengelompokan siswa secara individu sudah efektif					
Task 4 – short dialogue						
1.	Task 4 efektif untuk melatih kemampuan siswa dalam mendengarkan dialog pendek					
2.	Input dalam task 4 sesuai dengan minat siswa					
3.	Input dalam task 4 dapat dipahami					
4.	Kegiatan dalam task 4 sesuai dengan minat siswa					
5.	Kegiatan dalam task 4 menarik					
6.	Kegiatan dalam task 4 dapat memotivasi para siswa untuk belajar bahasa Inggris					
7.	Task 4 memberi kesempatan pada siswa untuk berpartisipasi aktif					
8.	Peran guru sebagai pengontrol siswa (controller) dalam mengerjakan task 4 sudah cukup efektif					
9.	Pengelompokan siswa secara individu sudah efektif					
Task 5 – True and false						
1.	Task 5 efektif untuk melatih kemampuan siswa memahami suatu pernyataan					
2.	Input dalam task 5 sesuai dengan minat siswa					
3.	Input dalam task 5 dapat dipahami					
4.	Kegiatan dalam task 5 sesuai dengan minat siswa					
5.	Kegiatan dalam task 5 dapat memotivasi para siswa untuk belajar bahasa Inggris					
6.	Task 5 memberi kesempatan pada siswa untuk lebih memahami isi pernyataan yang diperdengarkan					

7.	Peran guru sebagai orang yang membantu kesulitan siswa (facilitator) dalam task 5 sudah cukup efektif					
8.	Pengelompokan siswa secara individu sudah efektif					
Task 6 Time						
1.	Task 6 sudah efektif dalam membantu siswa untuk belajar mengenai waktu					
2.	Task 6 efektif dalam membedakan waktu yang ditunjukkan					
3.	Input dalam task 6 sesuai dengan minat siswa					
4.	Input dalam task 6 dapat dipahami					
5.	Kegiatan dalam task 6 sesuai dengan minat siswa					
6.	Kegiatan dalam task 6 menarik					
7.	Kegiatan dalam task 6 dapat memotivasi para siswa untuk belajar bahasa Inggris					
8.	Task 6 memberi kesempatan pada siswa untuk memahami tentang “time”					
9.	Peran guru sebagai pengontrol siswa (controller) dalam mengerjakan task 6 sudah cukup efektif					
10.	Pengelompokan siswa secara individu sudah efektif					
Task 7 – pictures						
1.	Task 7 efektif membantu siswa dalam memahami sebuah gambar					
2.	Input dalam task 7 sesuai dengan minat siswa					
3.	Input dalam task 7 dapat dipahami					
4.	Kegiatan dalam task 7 sesuai dengan minat siswa					
5.	Kegiatan dalam task 7 menarik					
6.	Kegiatan dalam task 7 dapat memotivasi para siswa untuk belajar bahasa Inggris					
7.	Task 7 memberi kesempatan pada siswa untuk memahami sebuah gambar					
8.	Peran guru sebagai pengontrol siswa (controller) dalam mengerjakan task 7 sudah cukup efektif					
9.	Pengelompokan siswa secara individu sudah efektif					
Task 8 – conversation						
1.	Task 8 efektif membantu siswa dalam memahami suatu <i>conversation</i>					
2.	Input dalam task 8 sesuai dengan minat siswa					
3.	Input dalam task 8 dapat dipahami					
4.	Kegiatan dalam task 8 sesuai dengan minat siswa					
5.	Kegiatan dalam task 8 menarik					
6.	Kegiatan dalam task 8 dapat memotivasi para siswa untuk belajar bahasa Inggris					
7.	Task 8 memberi kesempatan pada siswa untuk berpartisipasi aktif					
8.	Peran guru sebagai pengontrol siswa (controller) dalam mengerjakan task 8 sudah cukup efektif					
9.	Pengelompokan siswa secara individu sudah efektif					
Task 9 – short talk						

1.	Task 9 efektif bagi siswa dalam memahami short talk					
2.	Input dalam task 9 sesuai dengan minat siswa					
3.	Input dalam task 9 dapat dipahami					
4.	Kegiatan dalam task 9 sesuai dengan minat siswa					
5.	Kegiatan dalam task 9 menarik					
6.	Kegiatan dalam task 9 dapat memotivasi para siswa untuk belajar bahasa Inggris					
7.	Task 9 memberi kesempatan pada siswa untuk berpartisipasi aktif					
8.	Peran guru sebagai pengontrol siswa (controller) dalam mengerjakan task 8 sudah cukup efektif					
9.	Pengelompokan siswa secara individu sudah efektif					

No.	Pernyataan	SS	S	R	TS	STS
Keseluruhan Unit 3						
1.	Materi ini bisa membantu meningkatkan kemampuan bahasa Inggris sesuai dengan bidang dan kebutuhan siswa					
2.	Latihan-latihan (keseluruhan tasks) dalam materi mampu mempersiapkan siswa untuk menghadapi situasi kerja sesuai dengan bidang dan keahlian.					
3.	Materi ini sesuai dengan minat siswa					
4.	Input materi dalam unit 3 beragam					
5.	Kegiatan dalam unit 3 beragam					
6.	Latihan-latihan (keseluruhan tasks) dalam unit 3 tersusun secara baik dari yang terpandu hingga yang mandiri					
7.	Latihan dalam materi unit 3 tersusun secara baik dari mudah ke yang lebih sulit					
8.	Bahasa yang digunakan dalam materi mudah dipahami					
9.	Instruksi (perintah) yang ada dalam setiap kegiatan (task) di dalam materi jelas sehingga mudah dipahami.					
10.	Tampilan materi menarik					
11.	Penyusunan materi secara keseluruhan terstruktur dengan baik dan dapat diikuti					
12.	Judul unit 3 membantu siswa memprediksi topik yang akan dibahas selanjutnya					
13.	Pengantar unit (bagian setelah judul) membantu siswa mengetahui tujuan pembelajaran					
Task 1 - Lead in						
1.	Task 1 efektif untuk memberikan gambaran tentang topic yang akan dibahas					
2.	Input dalam task 1 sesuai dengan minat siswa					
3.	Input dalam task 1 menarik					
4.	Input dalam task 1 dapat dipahami					
5.	Kegiatan dalam task 1 sesuai dengan minat siswa					
6.	Kegiatan dalam task 1 menarik					

7.	Kegiatan dalam task 1 dapat memotivasi para siswa untuk belajar bahasa Inggris					
8.	Task 1 memberi kesempatan pada siswa untuk berpartisipasi aktif					
9.	Peran guru sebagai pengatur (organizer) dalam task 1 sudah cukup efektif					
10	Pengelompokan siswa secara individu sudah efektif					
Task 2 – Lead in						
1.	Task 2 efektif untuk memberikan gambaran tentang topik yang akan dibahas					
2.	Input dalam task 2 sesuai dengan minat siswa					
3.	Input dalam task 2 menarik					
4.	Input dalam task 2 dapat dipahami					
5.	Kegiatan dalam task 2 sesuai dengan minat siswa					
6.	Kegiatan dalam task 2 menarik					
7.	Kegiatan dalam task 2 dapat memotivasi para siswa untuk belajar bahasa Inggris					
8.	Task 2 memberi kesempatan pada siswa untuk berpartisipasi aktif					
9.	Peran guru sebagai pengatur (organizer) dalam task 2 sudah cukup efektif					
10	Pengelompokan siswa secara individu sudah efektif					
Task 3 – vocabulary						
1.	Task 3 efektif untuk memberikan latihan listening vocabulary kepada siswa					
2.	Input dalam task 3 sesuai dengan minat siswa					
3.	Input dalam task 3 dapat dipahami					
4.	Kegiatan dalam task 3 sesuai dengan minat siswa					
5.	Kegiatan dalam task 3 menarik					
6.	Kegiatan dalam task 3 dapat memotivasi para siswa untuk belajar bahasa Inggris					
7.	Task 3 memberi kesempatan pada siswa untuk berpartisipasi aktif					
8.	Peran guru sebagai orang yang member input (provider of material) dan membantu siswa untuk memahami input (facilitator) dalam task 3 sudah cukup efektif					
9	Pengelompokan siswa secara individu sudah efektif					
Task 4 – description people						
1.	Task 4 efektif untuk melatih kemampuan siswa dalam mendengarkan diskripsi seseorang					
2.	Input dalam task 4 sesuai dengan minat siswa					
3.	Input dalam task 4 dapat dipahami					
4.	Kegiatan dalam task 4 sesuai dengan minat siswa					
5.	Kegiatan dalam task 4 menarik					
6.	Kegiatan dalam task 4 dapat memotivasi para siswa untuk belajar bahasa Inggris					
7.	Task 4 memberi kesempatan pada siswa untuk berpartisipasi aktif					

8.	Peran guru sebagai pengontrol siswa (controller) dalam mengerjakan task 4 sudah cukup efektif					
9	Pengelompokan siswa secara individu sudah efektif					
Task 5 – differnciate the object						
1.	Task 5 efektif untuk melatih kemampuan siswa membedakan objek					
2.	Input dalam task 5 sesuai dengan minat siswa					
3.	Input dalam task 5 dapat dipahami					
4.	Kegiatan dalam task 5 sesuai dengan minat siswa					
5.	Kegiatan dalam task 5 dapat memotivasi para siswa untuk belajar bahasa Inggris					
6.	Task 5 memberi kesempatan pada siswa untuk membedakan warna dan bentuk objek					
7.	Peran guru sebagai orang yang membantu kesulitan siswa (facilitator) dalam task 5 sudah cukup efektif					
8	Pengelompokan siswa secara individu sudah efektif					
Task 6 – monolog						
1.	Task 6 sudah efektif dalam membantu siswa untuk belajar mengenali ciri-ciri profesi seseorang					
2.	Input dalam task 6 sesuai dengan minat siswa					
3.	Input dalam task 6 dapat dipahami					
4.	Kegiatan dalam task 6 sesuai dengan minat siswa					
5.	Kegiatan dalam task 6 menarik					
6.	Kegiatan dalam task 6 dapat memotivasi para siswa untuk belajar bahasa Inggris					
7.	Task 6 memberi kesempatan pada siswa untuk memahami tentang “ <i>profesi seseorang</i> ”					
8.	Peran guru sebagai pengontrol siswa (controller) dalam mengerjakan task 6 sudah cukup efektif					
9.	Pengelompokan siswa secara individu sudah efektif					
Task 7 – indentify picture						
1.	Task 7 efektif membantu siswa dalam memahami sebuah gambar					
2.	Input dalam task 7 sesuai dengan minat siswa					
3.	Input dalam task 7 dapat dipahami					
4.	Kegiatan dalam task 7 sesuai dengan minat siswa					
5.	Kegiatan dalam task 7 menarik					
6.	Kegiatan dalam task 7 dapat memotivasi para siswa untuk belajar bahasa Inggris					
7.	Task 7 memberi kesempatan pada siswa untuk memahami sebuah gambar					
8.	Peran guru sebagai pengontrol siswa (controller) dalam mengerjakan task 7 sudah cukup efektif					
9	Pengelompokan siswa secara individu sudah efektif					
Task 8 – conversation						
1.	Task 8 efektif membantu siswa dalam memahami suatu <i>conversation</i>					
2.	Input dalam task 8 sesuai dengan minat siswa					

3.	Input dalam task 8 dapat dipahami					
4.	Kegiatan dalam task 8 sesuai dengan minat siswa					
5.	Kegiatan dalam task 8 menarik					
6.	Kegiatan dalam task 8 dapat memotivasi para siswa untuk belajar bahasa Inggris					
7.	Task 8 memberi kesempatan pada siswa untuk berpartisipasi aktif					
8.	Peran guru sebagai pengontrol siswa (controller) dalam mengerjakan task 8 sudah cukup efektif					
9.	Pengelompokan siswa secara individu sudah efektif					
Task 9 – short talk						
1.	Task 9 efektif bagi siswa dalam memahami short talk (monolog pendek)					
2.	Input dalam task 9 sesuai dengan minat siswa					
3.	Input dalam task 9 dapat dipahami					
4.	Kegiatan dalam task 9 sesuai dengan minat siswa					
5.	Kegiatan dalam task 9 menarik					
6.	Kegiatan dalam task 9 dapat memotivasi para siswa untuk belajar bahasa Inggris					
7.	Task 9 memberi kesempatan pada siswa untuk berpartisipasi aktif					
8.	Peran guru sebagai pengontrol siswa (controller) dalam mengerjakan task 8 sudah cukup efektif					
9.	Pengelompokan siswa secara individu sudah efektif					

No.	Pernyataan	SS	S	R	TS	STS
Keseluruhan Unit 4						
1.	Materi ini bisa membantu meningkatkan kemampuan bahasa Inggris sesuai dengan bidang dan kebutuhan siswa					
2.	Latihan-latihan (keseluruhan tasks) dalam materi mampu mempersiapkan siswa untuk menghadapi situasi kerja sesuai dengan bidang dan keahlian.					
3.	Materi ini sesuai dengan minat siswa					
4.	Input materi dalam unit 4 beragam					
5.	Kegiatan dalam unit 4 beragam					
6.	Latihan-latihan (keseluruhan tasks) dalam unit 4 tersusun secara baik dari yang terpandu hingga yang mandiri					
7.	Latihan dalam materi unit 4 tersusun secara baik dari mudah ke yang lebih sulit					
8.	Bahasa yang digunakan dalam materi mudah dipahami					
9.	Instruksi (perintah) yang ada dalam setiap kegiatan (task) di dalam materi jelas sehingga mudah dipahami.					
10.	Tampilan materi menarik					
11.	Penyusunan materi secara keseluruhan terstruktur dengan baik dan dapat diikuti					
12.	Judul unit 4 membantu siswa memprediksi topik yang akan dibahas selanjutnya					

13.	Pengantar unit (bagian setelah judul) membantu siswa mengetahui tujuan pembelajaran					
Task 1 - Lead in						
1.	Task 1 efektif untuk memberikan gambaran tentang topic yang akan dibahas					
2.	Input dalam task 1 sesuai dengan minat siswa					
3.	Input dalam task 1 menarik					
4.	Input dalam task 1 dapat dipahami					
5.	Kegiatan dalam task 1 sesuai dengan minat siswa					
6.	Kegiatan dalam task 1 menarik					
7.	Kegiatan dalam task 1 dapat memotivasi para siswa untuk belajar bahasa Inggris					
8.	Task 1 memberi kesempatan pada siswa untuk berpartisipasi aktif					
9.	Peran guru sebagai pengatur (organizer) dalam task 1 sudah cukup efektif					
10.	Pengelompokan siswa secara individu sudah efektif					
Task 2 – Differentiate kinds of expression						
1.	Task 2 efektif untuk memberikan gambaran tentang topik yang akan dibahas					
2.	Input dalam task 2 sesuai dengan minat siswa					
3.	Input dalam task 2 menarik					
4.	Input dalam task 2 dapat dipahami					
5.	Kegiatan dalam task 2 sesuai dengan minat siswa					
6.	Kegiatan dalam task 2 menarik					
7.	Kegiatan dalam task 2 dapat memotivasi para siswa untuk belajar bahasa Inggris					
8.	Task 2 memberi kesempatan pada siswa untuk berpartisipasi aktif					
9.	Peran guru sebagai pengatur (organizer) dalam task 2 sudah cukup efektif					
10.	Pengelompokan siswa secara individu sudah efektif					
Task 3 – pictures						
1.	Task 7 efektif membantu siswa dalam memahami sebuah gambar					
2.	Input dalam task 7 sesuai dengan minat siswa					
3.	Input dalam task 7 dapat dipahami					
4.	Kegiatan dalam task 7 sesuai dengan minat siswa					
5.	Kegiatan dalam task 7 menarik					
6.	Kegiatan dalam task 7 dapat memotivasi para siswa untuk belajar bahasa Inggris					
7.	Task 7 memberi kesempatan pada siswa untuk memahami sebuah gambar					
8.	Peran guru sebagai pengontrol siswa (controller) dalam mengerjakan task 7 sudah cukup efektif					
9.	Pengelompokan siswa secara individu sudah efektif					
Task 4 – short dialogue						

1.	Task 4 efektif untuk melatih kemampuan siswa dalam mendengarkan dialog pendek					
2.	Input dalam task 4 sesuai dengan minat siswa					
3.	Input dalam task 4 dapat dipahami					
4.	Kegiatan dalam task 4 sesuai dengan minat siswa					
5.	Kegiatan dalam task 4 menarik					
6.	Kegiatan dalam task 4 dapat memotivasi para siswa untuk belajar bahasa Inggris					
7.	Task 4 memberi kesempatan pada siswa untuk berpartisipasi aktif					
8.	Peran guru sebagai pengontrol siswa (controller) dalam mengerjakan task 4 sudah cukup efektif					
9.	Pengelompokan siswa secara individu sudah efektif					
Task 5 – fill in the blank						
1.	Task 5 efektif untuk melatih kemampuan siswa memahami vocabulary yang hilang					
2.	Input dalam task 5 sesuai dengan minat siswa					
3.	Input dalam task 5 dapat dipahami					
4.	Kegiatan dalam task 5 sesuai dengan minat siswa					
5.	Kegiatan dalam task 5 dapat memotivasi para siswa untuk belajar bahasa Inggris					
6.	Task 5 memberi kesempatan pada siswa untuk lebih memahami isi conversation					
7.	Peran guru sebagai orang yang membantu kesulitan siswa (facilitator) dalam task 5 sudah cukup efektif					
8.	Pengelompokan siswa secara individu sudah efektif					
Task 6 – understanding conversation						
1.	Task 6 sudah efektif dalam membantu siswa untuk belajar memahami isi conversation					
2.	Task 6 efektif dalam membedakan mengelompokkan suatu objek					
3.	Input dalam task 6 sesuai dengan minat siswa					
4.	Input dalam task 6 dapat dipahami					
5.	Kegiatan dalam task 6 sesuai dengan minat siswa					
6.	Kegiatan dalam task 6 menarik					
7.	Kegiatan dalam task 6 dapat memotivasi para siswa untuk belajar bahasa Inggris					
8.	Task 6 memberi kesempatan pada siswa untuk memahami isi conversation					
9.	Peran guru sebagai pengontrol siswa (controller) dalam mengerjakan task 6 sudah cukup efektif					
10.	Pengelompokan siswa secara individu sudah efektif					
Task 7 – understanding conversation						
1.	Task 7, siswa lebih mudah memahami conversation dan menjawab pertanyaan					
2.	Input dalam task 7 sesuai dengan minat siswa					
3.	Input dalam task 7 dapat dipahami					
4.	Kegiatan dalam task 7 sesuai dengan minat siswa					

5.	Kegiatan dalam task 7 menarik					
6.	Kegiatan dalam task 7 dapat memotivasi para siswa untuk belajar bahasa Inggris					
7.	Task 8 memberi kesempatan pada siswa untuk berpartisipasi aktif					
8.	Peran guru sebagai pengontrol siswa (controller) dalam mengerjakan task 8 sudah cukup efektif					
9.	Pengelompokan siswa secara individu sudah efektif					
Task 8 – True and false						
1.	Task 8 efektif untuk melatih kemampuan siswa memahami suatu pernyataan					
2.	Input dalam task 8 sesuai dengan minat siswa					
3.	Input dalam task 8 dapat dipahami					
4.	Kegiatan dalam task 8 sesuai dengan minat siswa					
5.	Kegiatan dalam task 8 dapat memotivasi para siswa untuk belajar bahasa Inggris					
6.	Task 8 memberi kesempatan pada siswa untuk lebih memahami isi pernyataan yang diperdengarkan					
7.	Peran guru sebagai orang yang membantu kesulitan siswa (facilitator) dalam task 8 sudah cukup efektif					
8.	Pengelompokan siswa secara individu sudah efektif					
Task 9 – short talk						
1.	Task 9 efektif bagi siswa dalam memahami short talk					
2.	Input dalam task 9 sesuai dengan minat siswa					
3.	Input dalam task 9 dapat dipahami					
4.	Kegiatan dalam task 9 sesuai dengan minat siswa					
5.	Kegiatan dalam task 9 menarik					
6.	Kegiatan dalam task 9 dapat memotivasi para siswa untuk belajar bahasa Inggris					
7.	Task 9 memberi kesempatan pada siswa untuk berpartisipasi aktif					
8.	Peran guru sebagai pengontrol siswa (controller) dalam mengerjakan task 8 sudah cukup efektif					
9.	Pengelompokan siswa secara individu sudah efektif					

Interview Transcript of implementasi unit 1

R: Researcher

F: Fitri

A: Ahmad

D: Desta

R: *pagi semua. Hari saya mau menanyakan beberapa pertanyaan tentang unit yang kalian kerjakan kemarin.* (morning all. Today I want to ask you some questions about the unit that you did yesterday).

All: *iya mbak.* (Yes Miss).

R: *mulai dari unit pertama ya. Menurut kalian, bagaimana dengan unit pertama secara keseluruhan?* (starting from the first unit. According to you, what about the first unit as a whole?)

A: *sudah baik mbak, awal-awal mudah dan kebelakang lebih sulit.* (already good Miss, from beginning task is easy to difficult task.)

R: *bagaimana goalnya?* (what about the goal?)

F: *bagus mbak, dari keseluruhan task di unit 1 ini, kita jadi lebih paham tentang ekspresi-ekspresi yang ada.* (Good Miss, from the overall task in the first unit, we become more familiar of the existing expressions.)

R: *kalau inputnya?* (what about the input?)

D: *bagus dan mudah dipahami mbak. Kita paham dengan materi yang ada dalam unit 1 ini.* (good Miss and easy to understand. We are familiar with the material that exists in the unit 1.)

A: *audionya juga sudah jelas walaupun ada yang cepet, keseluruhan sudah baik.* (the audio is clear although there are faster, overall was good.)

F: *iya ada beberapa task yang menurut saya masih susah juga mbak, seperti task 5 dan 7.* (There are some tasks that I think is still too difficult Miss, like task 5 and 7.)

R: *bagaimana kegiatannya?* (how about the activity?)

A: *bervariasi, ada yang mudah seperti task 1 dan susah seperti task 5 mbak. Tetapi secara keseluruhan menarik.* (This unit is varies, there is an easy task such as task 1 and difficult task like task 5 Miss. But overall, it is interesting.)

R: *kalau peranan siswanya bagaimana?* (How about the learner role?)

A: *mungkin siswa merasa kesulitan di task 5 dan 7. Kalau lainnya termasuk bisa dikerjakan mbak.* (May be, the students feel difficulty in task 5 and 7. If the other task can be done, Miss.)

R: *bagaimana dengan gurunya?* (How about the teacher?)

D: *gurunya sudah bagus, selalu menjelaskan intruksi bila kita belum jelas.* (The teacher was good; always explain if we do not clear instruction.)

R: *bagaimana dengan settingnya yang rata-rata dikerjakan secara individu?* (How about the setting that almost all, it was done individually?)

A: *mungkin lebih baik kalau yang task 5 dan 7 di kelompokkan secara berpasangan mbak. Kalau task lainnya secara individu, tidak masalah.* (Probably is better if the task 5 and 7 are grouped in pairs Miss. If another task individually, it is no problem.)

.....

R: kita mulai dari yang pertama ya, unit 1. Menurut kalian gimana? Sesuai ga dengan apa yang kalian butuhkan?

A: iya mbak.

R: Kenapa kok sudah? Dengan melihat task satu ini kalian sudah bisa mempelajari apa? (Why do you say so? By looking up the task 1, what can you learn?)

A: Itu sudah mengarahkan saya tentang apa yang mau dipelajari. (It directs me to know what we will learn.)

R: *Kalau input/materi dalam task 1 ini gimana?* (How about the input /materials in this task?)

A: the model of questions are good anyway, Miss. (The picture and the questions were good)

F: *menurut saya juga mbak. (my opinion, it is good)*

R: *Kalau activity dalam task 1 ini gimana?* (How about the activity?)

D: mudah mbak (it is easy, Miss)

A: karena masih dasar mbak (because it is still basic, Miss)

R: waktu mengerjakan soal task 1, apa kalian mengalami kesulitan? (while do the task 1, did you have trouble?)

A: ga mbak, saya ngerasa percaya bisa mengerjakan soal tersebut. (no Miss, I feel believe can do it.)

F: iya mbak, soalnya termasuk mudah jadi bisa dikerjakan sendiri. (yes Miss, because the task including easy so can be myself)

R: *Bagaimana menurut kalian tentang peranan guru di dalam kelas.* (What do you think about teacher role in the classroom?)

D: *Guru mengarahkan siswa dengan baik kemaren pas implementation mbak.* (The teacher led students well in implementation, miss)

R: *Kalau mengerjakan soal individu gimana?* (What do you think about the individually?)

A: *tidak masalah karena masih mudah mbak.* (it does not matter because it is still easy Miss)

R: *kita lanjut ke task 2. Menurut kalian gimana?* (we go to the task 2. How do you think?)

A: *task 2 hampir sama dengan task 1, malah lebih mudah mbak.hehe. udah sesuai kuk mbak.*
(the task 2 is similar to the task 1, in my opinion is easier miss. It was appropriate.)

R: *bagaimana dengan input dalam task 2?* (how do you think about the input in the second task?)

D: *inputnya pas banget dengan ekspresi yang sering kita pake mbak, jadi menurut saya dah bagus.* (input fits really with the expression that we often use Ms., so I guess it was good.)

F: *iya jadi kita bisa menggunakannya dalam sehari-hari.* (yes, so we can use it in everyday).

R: *Bagaimana dengan aktifitas di task 2?* (What about the activity in task 2?)

D: *menarik mbak* (interesting Miss).

F: *dan menurut saya mudah mbak dibandingkan task 1 tadi.* (And I think this is easy than the task 1, Miss).

A: *iya mbak, sebaliknya dibalik aja task nya.* (yes Miss, should be reversed the task.)

T: *Peranan siswa di task ini bagaimana? Apakah sudah sesuai atau belum?* (How are learners' roles in this task? Has it been appropriate for you or not?)

A: *sudah miss. Siswa bisa mengerjakannya dengan baik* (Yes miss. Students can do it well)

R: *peranan guru dalam task ini bagaimana? Apakah sudah sesuai atau belum?* (how are the role of the teacher in this task?) Has it been appropriate for you or not?)

A: *Sudah sih, miss.* (Yes, they have, miss)

R: *Kalau secara individu ada masalah gak?* (How about individually in this task?)

A: *ini kan termasuk mudah, memang enaknya harus sendiri-sendiri.* (This is include easy, I think it's better to work individually)

R: *trus kita ke task 3, nah ini kan udah mulai pake audio? Menurut kalian gmn?* (we go to the third task, well it's already started to use audio. How do you think)

A: *Udah!* (Yes, it has)

T: *Udah apanya?* (What do you mean?)

A: *Ya, Sudah bagus kok mbak. Termasuk mudah.* (Yes, It's a good one miss. Includes easy.)

F: *mungkin ada gambar menurut saya yang msih kurang jelas mbak. No 2.* (in my opinion there might be an image that unclear msih Miss. Number 2)

R: *kalau inputnya gimana?* (what about the input?)

A: *sudah sesuai kuk dengan keseharian kita mbak, gambarnya juga masih sekitar keseharian, jadi kita bisa mengerjakannya.* (This task is appropriate with our day Ms., the picture is still around our day, so we can do it.)

R: *bagaimana dengan aktifitas nya?*(what about the activity?)

D: *menarik mbak.* (interesting Miss)

F: *iya ada gambarnya jadi kita ga bosan mbak.* (there are pictures so we did not bored Miss.)

R: *di task 3 ini, peranan siswa gimana? Bisa mengerti dan mengerjakannya?* (in this third task, how about the role of the student? Can understand and do it?)

A: *bisa mbak, menurut saya mudah mbak, gambarnya membantu juga. Jadi kalau gambar ga jelas juga susah mbak.* (yes Miss, I think it is easy, the picture helps too. So if the picture is not clear be difficult Miss.)

R: *gimana peranan guru nya?* (how about the role of the teacher?)

A: *guru menjelaskan instruksinya kalau kita belum jelas dengan soalnya mbak.* (the teacher explains that we have not been clear with instruction or questions Miss.)

R: *trus kalau mengerjakan individu menurut kalian gimana?* (how about if you work individually?)

A: *soal ini menurut saya masih bisa dikerjakan individu mbak. Masih mudah kuk.* (I think this question can still be done individually Miss. Still easy.)

R: *oke, selanjutnya task 4. Nah menurut kalian gimana?* (Okay, the next task 4. Well how do you think)

F: *waa ini malah mudah mbak.* (it is easier Miss.)

D: *audionya juga jelas.* (the audio is also clear.)

A: *pendek juga mbak.* (the questions is short too)

R: *Inputnya gimana?* (how about the input?)

A: *udah bagus mbak. Mudah dipahami.* (it is good. easy to understand)

R: *kalau aktivitasnya gimana?* (how about the activity?)

F: *mudah mbak, karena satu percakapan satu pertanyaan.* (easy, because one conversation for one question).

D: *pendek-pendek juga mbak.* (short too)

R: *peranan siswanya gimana?* (how about the role of students?)

A: *menurut saya bisa mengerjakannya dengan baik mbak.* (I think we can do it well)

R: *bagaimana gurunya?* (how about the teacher?)

F: *Gurunya juga dah jelas memberi instuksinya.* (The teacher give instructions clearly.)

R: *setting dari task 4 gimana? Ada kesulitan jika dikerjakan individu?* (how about the setting of task 4? There is a difficulty if done individually?)

A: *tidak mbak. Masih termasuk soal mudah.* (No Miss. It is still easy)

R: *Kita lanjut task 5. Menurut kalian gimana?* (We go to task 5. How do you think?)

All: *naaah.....*

R: *kenapa? Sulit ya?* (why? Is it difficult?)

A: *iya sulit mbak.* (Yes, miss)

R: *kenapa? Why?*

A: *mungkin lebih baik soalnya lebih sederhana dan sedikit.* (may be the questions is more simple and a few questions)

F: *sehingga kita tidak bisa mengerjakannya mbak.* (so we can do it)

R: *Materinya susah ya?* (Are the materials difficult?)

A: *iya mbak.* (Yes Miss)

F: *pertanyaannya terlalu banyak.* (the questions are too much.)

A: *audionya cepat juga. Mau jawab no 1, yang kedua dah mulai audionya.* (the audio is fast. I want to answer No. 1, the second audio has begun).

F: *biasanya kan 1 percakapan buat 1 soal* (it is usually the first conversation for about one question)

A: *kalau 1 percakapan buat seluruh soal masih bingung mbak.* (If one conversation for the whole questions is still confused Miss.)

R: *aktifitasnya gimana?* (how about the activity)

A: *menurut saya, pertanyaannya terlalu banyak.* (I think the questions are too much.)

D: *kalau ga, jawabannya yang pendek-pendek tidak masalah mbak.* (May be, the short answer it is not matter Miss.)

R: *peranan siswanya gimana?* (how about the students' role?)

A: *iya karena ini termasuk yang susah jadi siswa masih bingung dan mereka banyak yang belum selesai mbak.* (it included a difficult questions so students are confused and they are a lot of unfinished Miss.)

R: *kalau gurunya?* (how about the teacher?)

F: *guru sudah baik mbak.* (The teacher has good, Miss).

R: *kalau dikerjakan secara individu gimana?* (how about it done individually?)

A: *kalau menurut saya jangan individu, mungkin berpasangan.* (may be pairs in working.)

R: *Sekarang kita ke task selanjutnya, task 6. Bagaimana menurut kalian?* (Now, we go to the next task, task 6. What do you think?)

A: *ini seperti task sebelumnya task 4. Termasuk mudah mbak.* (this is like the task 4. Includes easy Miss.)

F: *iya mbak, masih dalam lingkungan sehari-hari, dan juga satu percakapan buat satu soal.* (yes Miss, still in daily environment, and also one conversation for one questions).

R: *bagaimana materinya?* (how about the input?)

D: *mudah dipahami mbak.* (easy to understand Miss).

A: *iya udah bagus mbak. Masih kegiatan disekitar kita* (already good, miss. It is still around us).

R: *kalau aktivitasnya?* (how about the activity?)

A: *mudah karena kita tinggal memilih jawaban yang ada, tapi harus benar-bener fokus dengan audionya mbak.* (easy because we just choose the answers, but it's really had to focus to audio Miss.)

R: *kalau peranan siswa dalam task ini gimana?* (how about the role of students in this task?)

F: *menurut saya, bisa mengerjakan dengan baik mbak.* (in my opinion, we can do it well, Miss)

R: *dan peranan gurunya gimana?* (and how about the teachers' role?)

A: *sudah bagus mbak dalam membimbing siswa.* (already good to guide students, Miss).

R: *nah, kalau dalam task ini secara individy gimana?*(how about if the task done individually?)

A: *ga masalah mbak, masih mudah pasti bisa.*(no problem, Miss. still easy)

.....

R: *Sekarang lanjut ke task 7. Bagaimana menurut kalian?* (Now go to task 7. What do you think?)

A: *waa ini sama dengan task 5. Susah mbak.* (It is the same as the task 5. It is difficult, Miss.)

F: *iya mbak, kalau menurut saya masih susah mengerjakan soal seperti ini.* (yes Miss, In my opinion, I am still difficult to do the problems like this.)

R: *kalau materi dari task 7 ini?* (how about the input from task 7?)

D: *Iya materi sudah bagus karena dalam kehidupan sehari-hari mbak.* (Yes the material is good enough because in daily life Miss.)

R: *aktifitasnya?* (the activity?)

A: *termasuk bentuk soal yang susah mbak. Mungkin kalau jawabannya dibikin yang simple, bisa diterima mbak.hehe* (including difficult questions Miss. Maybe if the answer is that simple, acceptable Miss.)

R: *peranan siswanya gimana?* (how about the students' role?)

A: *ya karena ini soal yang susah, menurut saya banyak yang belum bisa mengerjakan dengan baik mbak. Saya aja masih banyak yang kosong mbak saat mengerjakannya.*(May be because this is a difficult question, I think a lot of who can not do well, Miss. I still do a lot of questions that empty.)

R: *kalau peranan gurunya?*(how about the role of teacher?)

D: *udah bagus dalam memberikan instruksi mbak. Audio juga diulang tapi karena susah jadi masih bingung.* (Already good at giving instruction Miss. The audio also repeated but because it is difficult so still confused.)

R: *kalau dalam task ini dikerjakan secara individu gimana?*(how about the task is done individually?)

D: *menurut saya, lebih baik berpasangan mbak, jadi biar lebih mudah.* (I think better in pairs, Miss so more easily.)

.....

R: *mari kita ke task 8. Bagaimana menurut kalian?* (Let's get to the task 8. What do you think?)

A: *lumayan mbak.* (pretty fair Miss)

D: *masih berhubungan dengan ekspresi dalam kehidupan sehari-hari. Menurut saya masih cukup mudah.* (It is still associated with the expression in daily life. I think that was quite easy.)

R: *kalau materinya?* (how about the input?)

A: *sudah bagus. sesuai dengan ekspresi disekitar kita mbak. Mungkin audionya pada jeda agak lama mbak.* (It is good enough. suitable to the expression at around us Miss. Maybe a bit long pause on audio, Miss.)

R: *kalau aktifitasnya?* (how about the activity?)

F: *menarik mbak. Dari awal kan belum ada task seperti ini.* (It is interesting Miss. From the beginning it there is no like this task)

R: *Apa kalian paham dan bisa mengerjakan task ini?* (Do you understand and be able to do this task?)

A: *paham mbak. Bisa mengerjakannya dengan baik.* (Understand Miss. We can do it well).

R: *bagaimana peranan guru?* (how about the teachers' role?)

A: *sudah baik mbak. Guru bisa membimbing kita saat mengerjakan.* (already well Miss. Teachers can guide us while working.)

R: *kalau mengerjakan secara individu bagaimana?* (How about work individually?)

D: *tidak masalah mbak.* (No problem, Miss.)

.....

Interview Transcript of implementasi unit 2

R: Researcher

F: Fitri

A: Ahmad

D: Desta

R: *Kita mulai dari keseluruhan unit 2 ya. Menurut kalian bagaimana unit 2 ini?* (We start from a whole of unit 2. How do you think of these unit 2?)

A: *sudah bagus mbak. Kita lebih tau tentang waktu, angka dan ada gambar-gambarnya.* (already good, Miss. We know about the time, number and there are pictures).

R: *bagaimana dengan goalnya?* (how about the goal?)

D: *jelas mbak, kita lebih mengerti mengenai waktu dan angka mbak.* (clear Miss, we more understand about the time and number Miss.)

R: *inputnya bagaimana?* (How about the input?)

F: *menarik, audionya juga jelas dan mudah dimengerti mbak.* (interesting Miss, the audio is also clear and easy to understand Miss.)

R: *kalau aktivitasnya?* (How about the activity?)

F: *bervariasi mbak.* (varies Miss).

A: *dan lebih mudah daripada unit 1 mbak.* (and more easily than unit 1 Miss.)

R: *kalau peranan siswanya?* (How about the learner role?)

A: *bisa mbak karena audio jelas. Kalau untuk task yang terakhir harus lebih fokus karena lebih sulit daripada task yg di depan.* (we can do it Miss because the audio is clear. If for the last task should be more focused because the task is more difficult than the task before.)

R: *gurunya bagaimana?* (how about the teacher?)

D: *sudah bagus mbak. Memberi penjelasan bila kita masih bingung.* (It has been good Miss. Give an explanation when we are still confused)

R: *bisa dikerjakan secara individu?* (could be done individually?)

A: *secara keseluruhan tidak masalah mbak.* (overall not problem Miss.)

.....

R: *Pertama, kita mulai task 1 ya.* (First, we start from task 1.)

A: *sesuai dengan apa yang akan dibahas mbak.* (according to the material that will be discussed Miss.)

R: *Kalau inputnya gimana?* (how about the input?)

A: *menarik dan mudah mbak.* (interesting and easy Miss)

R: *aktifitasnya gimana?* (how about the activity?)

A: *menarik mbak* (Interesting, Miss)

F: *menjodohkan itu kan biasanya bisa dinalar juga mbak.hehe. jadinya mudah.* (matching was used and can be rationalized as well miss.hehe. so easy.)

All: *iya mudah* (yes easy)

R: *bagaimana dengan peranan siswanya?* (how about the learner role?)

A: *menurut saya siswa bisa mengerjakannya karena ini masih mudah hanya menjodohkan saja.* (I think students can do it because it is easier just to match.)

R: *kalau peranan gurunya?* (how about the teachers' role?)

D: *bagus. Guru bisa menjelaskan instruksi dengan baik.* (good. The teachers can explain instructions well.)

R: *mengerjakan task ini secara individu, menurut kalian gimana?* (doing this task individually, how do you think?)

F: *tidak masalah mbak.* (No Problem, Miss.)

.....

R: *kita menuju ke task 2. Bagaimana menurut kalian?* (we go to task 2. What do you think?)

A: *sudah bagus mbak. Hampir mirip dengan task 1.kita jadi tahu apa yang akan kita pelajari mbak.* (already good Miss. Similar to task 1 so we know what we will study Miss.)

R: *gimana dengan goalnya?* (how about the goal)

D: *sudah tercapai mbak.* (has been reached Miss.)

R: *kalau input dalam task ini bagaimana?* (how about the input?)

F: *inputnya sudah bagus mbak dan masih termasuk mudah mbak.* (input already good Miss and still include easy.)

R: *kalau kegiatannya gimana?* (and how about the activity?)

A: mudah mbak. Menjodohkan termasuk soal yang menarik dan mudah. (easy Miss. Pairing includes an interesting and easy task.)

R: kalau peranan siswanya dalam task ini bagaimana? (how about role of the learner?)

A: *dalam task ini tergolong mudah, jadi menurut saya siswa mengerjakan soal ini dengan baik mbak.* (the task is relatively easy, so I think the students can do it Miss.)

R: *berarti sudah tidak ada kesulitan dalam task ini ya.* (it means that there is no difficulty in this task.)

D: tidak ada mbak. (there is no difficult, Miss)

R: bagaimana guru dalam membimbing kalian dalam task ini? (how about the teacher in guiding you in this task?)

F: *bagus mbak. Guru menjelaskan kalau kita belum mengerti tentang task tersebut.* (already good Miss. Teacher explains if we do not understand about the task.)

R: *kalau dalam task ini dikerjakan secara individu, bagaimana?* (how about the task is done individually?)

A: tidak masalah mbak. Masih bisa dikerjakan secara individu. (no problem Miss. Still can be done individually.)

R: *sekarang kita lanjut ke task 3 ya. Ini sudah mulai ke audio.* (Now we go to the task 3. It already begun to an audio.)

A: *iya mbak.* (yes Miss).

R: *menurut kalian bagaimana goalnya?* (how about the goal?)

A: *sudah tercapai mbak, kita bisa membedakan angka-angka.* (It has been reached Miss, we could distinguish the numbers.)

R: *ada kesulitan tidak?* (Any difficulties?)

A: *tidak mbak cuman kita harus benar-bener jeli mbak.* (no Miss. We just was really careful Miss.)

F: *iya mbak soalnya pengucapan angka-angka tertentu hampir sama.* (yes Miss because certain the numbers of pronunciation is almost the same.)

R: *bagaimana dengan aktifitasnya?* (how about the activities?)

A: *mudah mbak kita tinggal memilih yang sesuai dengan audionya.* (easy Miss we just choose according to the audio.)

R: *peranan siswanya bagaimana?* (how about the students?)

D: *asal siswanya fokus dengan audio yang ada, pasti bisa mbak mengerjakan dengan baik.* (if the students focus with audio, They would do it, Miss.)

R: *kalau gurunya?* (how about the teacher?)

A: *baik juga. Menjelaskan dahulu apa yang akan kita lakukan dalam task ini.* (good. The teacher explain what we will do in this task.)

R: *dalam task ini masih bisa dikerjakan secara individu kan?* (what do you think if the the task is done individually)

F: *bisa mbak.* (yes Miss)

R: *Kita lanjut task 4. Bagaimana menurut kalian?* (We go to task 4. What do you think?)

A: *tidak masalah mbak. Sama seperti task 3 tadi, harus fokus ke audio juga.* (No problem Miss. It seems task 3, we should focus to the audio).

R: *goalnya bagaimana?* (how about the goal?)

F: *bagus mbak. Kita jadi tahu macam-macam tentang angka mbak.* (good. We learned all kinds of numbers Miss)

R: *inputnya?* (how about the input?)

A: *sudah bagus, masih berhubungan disekitar kita dan ada yang sesuai dengan jurusan kita mbak.* (already good, is still associated all around us and there is according to our department Miss.)

R: *aktivitasnya bagaimana?* (how about activity?)

A: *sudah bagus mbak dan mudah juga.* (It is already good and easier Miss)

R: *peranan siswa nya?* (How about the learner role?)

D: *menurut saya bisa mengerjakan soal ini dengan baik mbak.* (I think this task can do well Miss.)

R: *bagaimana gurunya?* (How about the teacher?)

D: *membimbing kita dengan baik mbak.* (The teacher guiding us well Miss)

R: *tidak masalah jika dilakukan secara individu kan?* (does it any problem if it is done individually?)

F: *tidak masalah mbak.* (No problem Miss)

.....

R: *bagaimana dengan task 5?* (what about the task 5?)

A: *kita bisa mengenal dan membedakan date mbak.* (we can recognize and distinguish date Miss)

R: *susah gak?* (Is it difficult?)

A: *termasuk soal yang medium.* (It is a medium questions Miss)

R: *kalau inputnya?* (how about the input?)

D: *Bagus. Kita harus tahu tentang konsep tanggal dan bulan.* (Good. We should know about the concept of the date and month.)

R: *aktivitasnya bagaimana?* (how about the actiivity)

A: *menarik mbak.* (Interesting Miss)

F: *mungkin di kasih contoh dulu mbak. Jadi kita bisa lebih paham maksudnya.* (perhaps you give example after instruction Miss. So we can better understand the meaning.)

R: *peranana siswanya bagaimana?* (What about students role?)

A: *menurut saya, kalau siswanya fokus, bisa mengerjakan dengan baik mbak. Dalam task ini, harus tau konsepnya saja.* (I think that if students focus, they could do well Miss. In this task, must know the concept.)

R: *peranan gurunya bagaimana?* (What about the teachers' role?)

A: *sudah baik. Guru menjelaskan saat kita masih bingung dengan task ini mbak.* (Good. Teacher explains when we were still confused by this task Miss.)

R: *Bagaimana dengan sistem mengerjakan secara individu?* (What about do the task individually?)

D: *bagus mbak. Menurut saya, task ini masih bisa dikerjakan secara individu.* (Good. In my opinion, this task can still be done individually.)

.....

R: *selanjutnya kita ke task 6 ya. Bagaimana menurut kalian?* (Next, we go to task 6. What do you think?)

A: *sudah bagus mbak.* (Already good, Miss.)

R: *bagaimana goalnya?* (What about the purpose?)

A: *sudah tercapai mbak. Kita bisa mengetahui tentang time.* (Already achieved Miss.. We can know about the time.)

D: *iya mbak.* (Yes Miss.)

R: *Inputnya?* (What about the Input?)

A: *menarik mbak dan sesuai dengan keseharian kita juga.* (It is Interesting and in accordance with our daily, Miss.)

R: *Activitasnya bagaimana?* (What about the activity?)

F: *menarik mbak. Ada gambarnya dan kita harus melengkapi gambar jam tersebut.* (Interesting, Miss. There is a picture and we have to complete the time picture.)

R: *peranan siswa?* (What about the students' role?)

A: *task ini kan ada dalam kehidupan kita sehari-hari, menurut saya, siswa bisa mengerjakan dengan baik.* (This task is in our daily life, in my opinion, students can do well.)

R: *peranan gurunya?* (What about the teachers' role?)

D: *sudah membimbing kita dengan baik mbak.* (Teacher guide us well Miss.)

R: *Bagaimana dengan setting secara individu?* (What about the individual settings?)

A: *menurut saya, tidak masalah mbak. Soal ini masih bisa dikerjakan secara individu.* (I think No problem, Miss. This task can still be done individually.)

.....

R: *Sekarang kita menuju ke task berikutnya yaitu task 7.* (Now we go to the next task, namely task 7.)

D: *sudah bagus mbak.* (Already good, Miss)

A: *tujuannya juga jelas, agar kita lebih mengenal tentang angka.* (The purpose is also clear, so that we know more about the numbers.)

R: *great. Bagaimana inputnya?* (It is great. What about the input?)

F: *menarik mbak. Karena waktu kan sering ada dalam kehidupan sehari-hari jadi mudah juga. Didukung dengan gambar jadi lebih menarik.* (Attractive Miss. Because of the time it is often in daily life so easy too. Supported by an image more attractive)

R: *kalau kegiatannya?* (What about the activity?)

D: *sudah baik mbak.* (It's already good. Miss)

A: *Ada gambar membuat menarik dan kita harus lebih fokus untuk mengetahui pernyataan mana yang sesuai dengan gambar.* (There are pictures to make attractive and we should be more focused to find out which statement is in accordance with the picture.)

R: *Berarti kalian merasa ini mudah?* (It means you feel it is easy?)

A: *iya termasuk medium mbak.* (Yes, includes medium task Miss.)

R: *bagaimana peranan siswa?* (How are the role of the students?)

A: *asal siswa fokus mendengarkan dan audio di ulang menurut saya, siswa bisa mengerjakannya mbak.* (If the students focus on audio, listen to audio, and repeated the audio they could do it, Miss.)

R: *iya pasti diulang paling ga 3 kali. Kalau peranan gurunya?* (Surely be repeated at least 3 times. How does the role of the teacher?)

F: *tidak masalah, sudah baik mbak dalam menyampaikan instruksi dalam task ini.* (No problem, it's good in delivering instruction in this task Miss.)

R: *apa kalian merasa kesulitan dalam mengerjakan secara individu?* (Do you find the difficult to do the individually?)

A: *tidak mbak, asal fokus saja dan suasana tenang.* (No Miss., as long as it focused and quiet atmosphere.)

.....

R: *nah, sekarang kita ke task 8.* (Well, now we go to the task 8.)

A: *waah ini termasuk susah mbak.* (It includes difficult Miss.)

R: *susahnya di mana? Iya sebuah conversation dengan berbagai pertanyaan itu susah mbak.* (Which one? I think a conversation with some difficult questions Miss.)

F: *butuh konsentrasi yang maksimal.* (Need maximum concentration.)

R: *Bagaimana dengan goalnya?* (What about its goal?)

A: *iya sesuai dengan apa yang dibahas mbak .* (It is appropriate with what is discussed, Miss.)

R: *kalau inputnya?* (how about the input?)

D: *sudah bagus mbak. Karena conversationnya itu masih lingkup keseharian kita.* (Already good Miss, because the conversation was still scope our daily)

R: *aktifitasnya ?* (what about the activity?)

A: *termasuk susah menurut saya. Tapi bagus kita bisa memahami inti yang ada dalam conversation.* (In my opinion, it is includes difficult. But we can understand the core is in the conversation.)

D: *iya mbak. Saya juga.* (Yes Miss, me too.)

A: *tetapi ini lebih mudah daripada yang di task 1. Kalau yang ini jawabannya lebih simple jadi kita bisa mengikutinya mbak.* (It is easier than in task 1. The answer is more simple task, so we can do it Miss.)

F: *iya mbak, trus satu conversation, pertanyaannya tidak sebanyak di unit 1. Bisa diikuti.* (Yes Miss., then in a conversation, the question is not as much in unit 1. Be followed.)

R: *kalau peranan siswanya?* (What about the learners' role?)

D: *audio sudah jelas, asal kita baca soal dan lebih memperhatikan audio, bisa mengerjakan dengan baik.* (Audio is clear, if we read the question and more attention to the audio, we can do the well.)

R: *peranan gurunya?* (How about the role of the teacher?)

A: *baik mbak. Audionya juga diulang kalau kita belum jelas.* (Well Miss.. The audio also repeated if we do not clear.)

R: *bagaimana dengan sistem mengerjakan secara individu?* (How about the system is do the tasks individually?)

D: *sebaiknya berpasangan mbak. Ini kan termasuk susah.* (Should be in pairs Miss. It's includes difficult.)

A: *iya mbak.* (Yes, Miss).

.....

R: *kita ke task terakhir dalam unit ini. Task 9.* (We go to the last task in this unit. Task 9.)

A: *hampir sama dengan task sebelumnya mbak. Kita juga jadi tahu situasi di stasiun.* (It is almost the same as task before Miss. We also learned the situation at the station.)

R: *bagaimana inputnya?* (How about the input?)

A: *bagus mbak. Kita jadi tahu bagaimana situasi di stasiun dan bagaimana bentuk informasi tentang suatu tempat.* (good. We learned how the situation at the station and how the form of information about a place.)

R: *aktifitasnya bagaimana?* (how about the activity?)

F: *susah mbak. Audio sudah jelas. Mungkin pertanyaannya jangan terlalu banyak mbak.* (difficult Miss. The audio is clear. Maybe the question is not too much Miss.)

D: *iya mbak. Mungkin sekitar 2-3 pertanyaan.* (yes Miss. Maybe about 2-3 questions.)

A: *biasanya kalau soal seperti ini kan bbuat reading mbak, kalau listening menurut saya masih susah.* (This task usually for reading, Miss, I think for listening is still difficult.)

R: *baiklah. Trus bagaimana peranan siswa?* (alright. Then what about the role of the students?)

D: *menurut saya susah mbak. Audio sudah jelas tetapi pertanyaan yang terlalu banyak mungkin siswa kesulitan mbak.* (I think difficult Miss.. The audio is clear but the question is too much, maybe students have difficulty Miss..)

R: *menurut kalian bagaimana cara mengatasinya?* (how do you think to overcome it?)

A: *mungkin bisa dengan mengurangi pertanyaan, atau jawaban dari pertanyaan dibuat simple mbak.* (may be able to reduce the question, or the answer of the question is simple Miss.)

R: *jadi yang membuat susah pertanyaannya ya?* (so that makes it very difficult question, isn't it?)

A: *iya mbak. Oia, mungkin dalam mengerjakan soal task ini dibuat berpasangan saja mbak. Jadi lebih mudah mbak.* (yes Miss. Oia, maybe in doing this task are paired Miss. So it be easier.)

R: *ok. Terimakasih ya.* (ok. Thank you)

.....

Interview Transcript of implementasi unit 3

R: Researcher

F: Fitri

A: Ahmad

D: Desta

R: *menurut kalian bagaimana dengan unit 3 secara keseluruhan?* (how do you think about the third unit as a whole?)

A: *sudah bagus mbak. Tujuannya sudah jelas untuk mengenalkan kita berbagai macam obyek, ciri-cirinya, dan profesi seseorang.* (it has been good. The goal is clear. This unit introduces us to a variety of objects, their characteristics, and profession.)

R: *kalau inputnya?* (how about the input?)

D: *bagus juga mbak. Materinya sesuai dengan jurusan kita. Banyak kosakata yang sering kita temukan dalam kehidupan kita sehari-hari.* (nice as well. The material is in accordance with our department. A lot of vocabulary that we often find in our daily life.)

F: *audionya juga sudah jelas mbak.* (the audio was also clear Miss.)

R: *aktivitasnya bagaimana?* (how about the activity?)

A: *menarik mbak, banyak gambar dan tidak terlalu sulit.* (interesting Miss, a lot of pictures and not too difficult.)

R: *kalau peranan siswanya dalam unit ini, kesulitan tidak?* (the role of students in this unit, is it difficult?)

A: *kalau audio jelas, diulang bisa mbak. Aktivitas tiap tasknya juga tidak begitu sulit.* (If the audio clear, It will be repeated then each task activity is also not that difficult.)

R: *gurunya bagaimana?* (how about the teacher?)

D: *sudah baik mbak dalam menjelaskan.* (already well on explain the intructions.)

R: *kesulitan dalam mengerjakan secara individu?* (Is it difficult to work in individually?)

F: *tidak masalah asal focus pada audionya.* (it does not matter as long as the focus on audio.)

.....

R: *Kita mulai ke unit 3. Dari task q 1 ya. Kalian pasti ga asing ya dengan kata-kata di task 1?* (We begin to unit 3. From the task 1 yes. You must be familiar with the words in task 1?)

A: *hmm iya tapi mungkin ada satu dua gitu yang masih asing.* (hmm yes but there may be one or two that unfamiliar).

R: *mungkin jarang digunakan ya?* (perhaps rarely use it?)

All: *iya* (yes Miss)

R: *menurut kalian gimana dengan task 1?* (how do you think the first task?)

A: *termasuk soal yang mudah mbak.* (including easy task Miss.)

R: *nah, menurut kalian gimana goalnya?* (nah, do you think how the the goal?)

A: *udah bagus mbak, task 1 menggambarkan apa yang akan kita bahas mbak.* (already good Miss, task 1 illustrates what we will discuss Miss.)

R: *ok. Gimana inputnya?* (ok. How about the inputs?)

D: *sesuai dengan jurusan kita mbak jadi kita tidak asing dengan kosa katanya.* (according to our majors so we are familiar with the vocabulary Miss.)

R: *kalau aktifitasnya bagaimana?* (What about the activity?)

F: *menarik mbak, ada gambarnya.* (Interesting Miss because there are the pictures.)

R: *kalau peranan siswanya gimana dalam task ini?* (how about the students' role in this task?)

A: *saya rasa siswa bisa mengerjakan soal ini dengan baik mbak.* (I think the students can work on this task very well Miss.)

R: *kalau gurunya?* (how about the teacher?)

A: *sudah bagus. Sudah memberi instruksi jelas mbak.* (already good. The teacher gives instructions clearly, Miss.)

R: *apakah kesulitan jika ini dikerjakan secara individu?* (Is difficulty if this done individually?)

A: *Tidak Mbak.* (No miss)

.....
R: *Sekarang kita ke task 2. Bagaimana menurut kalian?* (Now we are go to the second task. What do you think?)

A: *task 2 mudah mbak.* (task 2 is easy, Miss)

R: *gimana goalnya?* (how about the goal?)

D: *udah bagus mbak, kita jadi tahu berbagai macam bentuk dan warna.* (Already good Miss., so we know a variety of shapes and colors.)

R: *trus kita ke input. Menurut kalian gimana?* (We continue to the input. what do you think about this?)

F: *sudah cukup bagus mbak. Menarik ada gambarnya.hehe* (good enough Miss. It is Interesting because there were images. Hehe)

A: *iya mbak, kosakatanya juga mudah.* (yes Miss, the vocabulary is easy too)

R: *kalian lebih suka kalau ada gambarnya ya?* (do you prefer it if there were images?)

D: *iya mbak.* (Yes Miss.)

R: *kalau kegiatannya gimana?* (how about the activity?)

F: *mudah mbak, tinggal mencocokkan saja.* (Easy, just match it.)

R: *bagaimana peranan siswanya?* (What about the students' role?)

D: *menurut saya, siswa bisa mengerjakan task ini mbak, karena termasuk mudah.* (I think students can do this task Miss., because it is easy.)

R: *kalau gurunya gimana?* (How about the teachers' role?)

A: *guru selalu memberi penjelasan sebelum kita mengerjakan task mbak.* (The teacher always gives an explanation before we work on the task, Miss.)

R: *ok. Menurut kalian gimana kalau dalam task ini, dikerjakan secara individu?* (Ok. How do you think that in this task, Can you do individually?)

D: *tidak masalah mbak.*(No problem Miss)

.....

R: *kita lanjut ke task 3. Bagaimana menurut kalian?* (We go to task 3. What do you think?)

A: *dalam task ini harus fokus mbak.* (In this task should be focus Miss.

F: *iya mbak, harus bener-bener teliti.* (Yes Miss, should really thorough.)

R: *gimana goalnya?* (How about the goal)

A: *bagus mbak, kita bisa membedakan kosakata satu dan lainnya.* (good Miss, we can distinguish each other vocabulary.)

R: *kalau kegiatannya gimana?* (how about the activity?)

A: *menurut saya mudah tapi harus benar-bener fokus pada audio mbak. Karena kata yang satu ma satunya hampir mirip pengucapannya.* (I think easy but had to really focus on audio Miss, because some words are almost similar pronunciation.)

D: *audio juga udah jelas kuk mbak, jadi kita bisa lebih mudah.* (Audio is also already clear Miss, so we can more easily).

R: *bagaimana peranana siswanya?* (what about the role of students?)

A: *jika mereka fokus dan tenang mendengarkan audionya, mereka bisa mbak.* (if they are focused and quietly listened to the audio, they can do it Miss.)

R: *kalau gurunya bagaimana?* (how about tje teacher?)

F: *sudah baik mbak. Menjelaskan sebelum kita mengerjakan soal.* (already well Miss. The teacher explain before we do it.)

R: *kesulitan ga dalam mengerjakan secara individu?* (Is there any difficulty in working individually?)

A: *tidak Mbak.* (No Miss.)

.....

R: *kita ke task 4 ya. Bagaimana menurut kalian?* (We go to task 4. What do you think?)

D: *mudah mbak.* (Easy Miss)

R: *bagaimana menurut kalian goalnya?* (how do you think the goal?)

A: *sudah baik mbak. Kita bisa membedakan karakteristik seseorang.* (Already well Miss. We can distinguish the characteristics of someone.)

R: *kalau inputnya bagaimana?* (How about the input?)

F: *menarik mbak. Ada gambarnya juga jadi kita bisa lebih mudah membedakannya.* (Interesting, Miss. There are pictures so we can more easily tell the difference.)

A: *audio juga jelas mbak.* (Audio is also clear Miss.)

R: *kalau kegiatannya gimana?* (What about the activity?)

A: *bagus mbak. Kita memilih jawaban sesuai dengan audionya.* (Good Miss. We choose an answer according to the audio.)

D: *audio nya juga sudah jelas mbak jadi mudah.* (Audio is also already clear Miss, so we can more easily).

R: *peranan siswanya bagaimana?* (how about the students' role?)

F: *bisa mengerjakan dengan baik mbak karena ini termasuk soal yang masih mudah.* (can do this task well Miss because it includes questions that are still easy.)

R: *gurunya?* (and the teacher?)

A: *bagus mbak. Selalu menjelaskan jika kita masih bingung.* (Good Miss. The teacher always explain if we are still confused)

R: *kalau dikerjakan secara individu bagaimana?* (how about worked individually?)

A: *tidak masalah mbak.* (No problem Miss).

.....

R: *Kita lanjut ke task berikutnya, task 5. Bagaimana menurut kalian?* (We go to the next task, task 5. What do you think?)

A: *tujuannya sudah tercapai mbak, sesuai dengan jurusan kita.* (the goal has been reached Miss, according to our department.)

R: *bagaimana inputnya?* (how about the input?)

D: *menarik mbak, berbagai macam gambar yang kita sudah tidak asing.* (Interesting Miss, all kinds of images we are familiar.)

R: *kalau kegiatannya?* (how about the activity?)

A: *menarik mbak. Kita harus mengetahui banyak kosa kata juga mbak.* (Interesting Miss. We have to know much vocabulary as well Miss.)

F: *iya mbak, kalau kita tahu banyak kosakata, task ini mudah mbak.* (yes Miss, if we know a lot of vocabulary, the task is easy Miss.)

R: *kalau peranan siswanya?* (How about the students' role?)

D: *Audio sudah jelas, jadi saya rasa tidak ada masalah dan siswa bisa mengerjakan dengan baik mbak asal mereka lebih fokus dan teliti mendengarkan audionya.* (Audio is clear, so I do not think there is a problem and students can do well, Miss but they are more focus and listening to audio carefully.)

R: *kalau gurunya?* (how about the teacher?)

A: *udah bagus mbak, tidak ada masalah.* (Good Miss, No Problem.)

R: *kalian kesulitan ga kalau dikerjakan secara individu?* (Is there any difficulty in working individually?)

F: *tidak Miss. Masih bisa dikerjakan secara individu.* (No Problem Miss. It still can be done individually.)

.....

R: *Nah, kita ke task 6. Menurut kalian susah ga task 6 ini?* (Well, we go to task 6. Is it difficult?)

F: *tidak Miss, kita tinggal menebak yang ada di audio saja.* (No Miss, we just guess that is in audio.)

R: *gimana goalnya?* (How about the goal?)

A: *sudah jelas Miss. Kita jadi tahu macam-macam profesi orang Miss.* (already clear Miss. We learn about all kinds of professions people, Miss.)

R: *kalau inputnya?* (how about the input?)

F: *sudah bagus Miss. Jenis profesinya masih ada di sekitar kita.* (Already good, Miss. Type of the profession is still around us.)

D: *sudah bagus mbak, mungkin audionya yang sedikit kurang jelas mbak.* (Already good, Miss. I think it less clear audio.)

R: *kalau kegiatannya?* (How about the activity?)

A: *menarik mbak, kita menebak berbagai macam profesi seseorang dari ciri-cirinya.* (Interesting Miss, we're guessing a variety of someone professions from their characteristics.)

R: *peranan siswanya gimana?* (how about the students' role?)

D: *menurut saya mereka bisa mengerjakannya mbak, mungkin audionya lebih diperjelas saja mbak.* (I think they could do Miss, probably the audio is further clarified Miss.)

R: *kalau gurunya?* (how about the teacher?)

A: *tidak masalah dengan gurunya mbak, sudah bagus kuk.* (no problem with the teacher, it's good.)

R: *bagaimana menurut kalian pengerjakan secara individu?* (how do think about work individually?)

F: *tidak masalah mbak. Masih bisa dikerjakan secara individu.* (No problem Miss. It still can be done individually.)

.....

R: *kita lanjut ke task 7 ya. Bagaimana pendapat kalian?* (We go to task 7. What do you think?)

A: *jenis soal ini ada juga di unit 1 dan 2 ya mbak. Bagus mbak.* (This type of task was also in units 1 and 2 Miss. Good Miss.)

D: *iya mbak, di task ini juga tujuannya dah bagus, kita bisa mengidentifikasi suatu gambar.* (Yes Miss, in this task the goal is good enough, we can identify an image.)

R: *sulit ga menurut kalian?* (is it difficult?)

F: *tidak mbak, gambarnya juga jelas kuk mbak.* (No Miss. The picture is also clear.)

R: *kalau inputnya bagaimana?* (How about the input?)

A: *menarik mbak. Materi masih disekitar kita jadi kita tidak kesulitan mengidentifikasi gambar tersebut.* (Interesting, Miss. The material is all around us so we had no trouble identifying the image.)

R: *kalau kegiatannya bagaimana?* (How about the activity?)

D: *tidak masalah mbak, menarik ada gambar dan kita tinggal memilih yang sesuai dengan gambar tersebut.* (No problem Miss, it's interesting because there are pictures and we just choose according to the picture.)

R: *peranan siswanya dalam task ini gimana?* (What about the students' role in this task?)

F: *dalam task ini dibutuhkan ketelitian dalam mengidentifikasi gambar dan fokus mendengarkannya, menurut saya tidak masalah mbak.* (This task needed the accuracy in identifying image and focus to listen, in my opinion does not matter.)

A: *iya mbak, audio juga sudah jelas mbak.* (Yes Miss, audio was also clear.)

R: *kalau gurunya?* (How about the teacher?)

D: *tidak masalah mbak. Seperti biasa selalu menjelaskan sebelum mengerjakan task ini.* (No problem Miss. As usual, the teacher always explained before doing this task.)

R: *pengelompokkan secara individu, menurut kalian gimana?* (grouping individually, how do you think?)

A: *tidak masalah mbak.* (No problem, Miss).

.....

R: *sekarang kita ke task 8.* (Now, we go to task 8).

A: *sudah bagus mbak. kita bisa memahami conversation yang ada. Audio juga jelas mbak.* (It is good enough, Miss. we can understand the conversation. The audio is also clear Miss.)

F: *iya mbak, pertanyaannya juga lebih mudah daripada unit sebelumnya.* (Yes Miss, the questions are also easier than the previous unit.)

R: *kalau materinya?* (What about the material?)

F: *sudah bagus mbak. Mudah dipahami juga.* (It is good enough Miss. Easy to understand as well.)

R: *kegiatannya gimana?* (How about the activity?)

A: *Sudah bagus mbak. Pertanyaannya juga tidak terlalu banyak dan mudah dipahami.* (It's good Miss. The question is not too much and easy to understand.)

R: *peranan siswanya bagaimana?* (How about the students' role?)

F: *bisa mbak mengerjakan task ini jika mereka mendengarkan audionya lebih fokus dan audio di ulang.* (Can do this task if they more focus when listen to audio and the audio is repeated.)

R: *iya pasti diulangi.* (Certainly be repeated.)

R: *kalau gurunya bagaimana?* (What about the teacher?)

D: *sudah baik mbak. Memberi penjelasan dengan jelas.* (Already well Miss. Explain clearly.)

R: *kesulitan ga kalau dikerjakan secara individu?* (Is it difficult if it done individually?)

F: *tidak mbak.* (No Miss.)

.....

R: *kita ke task terakhir dalam unit ini. Task 9. Bagaimana menurut kalian task ini?* (We go to the last task in this unit, task 9. How do you think about this task?)

D: *bagus mbak.* (Good Miss)

A: *iya mbak, goalnya dah jelas. Mudah dipahami juga mbak.* (Yes Miss, the goal is clear. It is Easy to understand as well Miss.)

R: *kalau inputnya?* (How about the input?)

D: *bagus mbak, inputnya sesuai dengan keseharian mbak.* (Good Miss. The input is appropriate with our daily life.)

R: *kalau kegiatan dari task ini?* (What about the activity in this task)

A: *sudah cukup bagus mbak. Pertanyaannya simple.* (Good enough. The question is simple.)

R: *kalau peranan siswanya?* (What about the students' role?)

D: *asal fokus tidak masalah mbak, pasti bisa karena audionya jelas dan conversationnya mudah dipahami.* (If students focus, is not matter Miss, they can do it because the audio is clear and easy to understand the conversation.)

R: *bagaimana gurunya?* (How about the teacher?)

F: *tidak masalah mbak, sudah baik.* (No problem, it's good.)

R: *kalian bisa mengerjakannya secara individu?* (Can you do it individually?)

A: *iya mbak, bisa dikerjakan secara individu.* (Yes Miss, can be done individually.)

R: *oke. Makasih ya.* (Okay. Thank you.)

Interview Transcript of implementasi unit 4

R: Researcher

F: Fitri

A: Ahmad

D: Desta

R: *kita lanjut ke unit terakhir ya. Bagaimana pendapat kalian?* (we go to the last unit. What do you think?)

A: *bagus mbak, lebih kreatif di unit ini.* (nice, be more creative in this unit.)

D: *iya bentuk tasknya lebih menarik.* (formof the task is more interesting.)

R: *bagaimana dengan goalnya?* (how about the goal?)

A: *bagus mbak.* (good Miss.)

F: *kita lebih paham tentang berbagai macam ekspresi dalam kehidupan kita.* (we more understand about the various of expressions in our life.)

R: *kalau materinya?* (what about the input?)

D: *audio sudah jelas, dan materi juga mudah dipahami.* (audio is clear, and the material is also easy to understand.)

R: *kalau kegiatannya gimana?* (then what do you thing about the activities?)

F: *menarik mbak.* (interesting Miss).

A: *bentuk soal dalam tiap task menarik mbak dibandingkan task sebelumnya.*

R: *kalau peranan siswanya?* (what about the learner role?)

F: *asalkan dalam mendengarkan audio fokus, tidak akan ada masalah mbak.* (as long as in listening to the audio, the students is focus, there will be no problem)

R: *gurunya bagaimana?* (how about the teacher?)

A: *tidak masalah. Sudah bagus mbak.* (No problem, already good Miss).

R: *dalam pengelompokkan secara individu bagaimana?* (How about the grouping individually?)

A: *tidak masalah mbak.* (No problem Miss).

.....

R: *kita mulai dari task 1 ya. Bagaimana menurut kalian?* (we start from task 1. What do you think?)

A: *sudah bagus mbak. Kita mengenal berbagai macam ekspresi yang ada dalam kehidupan kita sehari-hari.* (It is good enough Miss. We know that there are a variety of expressions in our daily life.)

R: *bagaimana inputnya?* (how about the input?)

A: *sudah bagus mbak. Sesuai dengan kehidupan sehari-hari.* (It is good enough Miss. In accordance with daily life.)

F: *intruksi kurang jelas mbak.* (unclear instructions Miss.)

A: *iya mbak, tadi sempat salah persepsi juga.* (before, I had the wrong perception.)

R: *baik nanti intruksinya saya perbaiki lagi.* (well, I will repaire the intruction.)

R: *kegiatan di task 1 gimana?* (how about the activity in task 1?)

D: *menarik dan mudah mbak.* (Interesting and easy Miss.)

A: *iya mbak. Kita harus tahu ekspresi-ekspresi yang ada.* (Yes Miss. We should know the existing expressions.)

R: *kalau peranan siswanya bagaimana?* (what about the students' role?)

A: *bisa mengerjakannya mbak. Termasuk task yang mudah.* (Can do it Miss. This includes an easy task.)

R: *kalau gurunya dalam menjelaskan task ini bagaimana?* (how does the teacher in explaining this task?)

F: *sudah cukup jelas mbak.* (It's clear enough, Miss)

R: *mengalami kesulitan jika dikerjakan secara individu?* (do you have difficult when do it individually?)

F: *tidak mbak.* (No Miss.)

.....

R: *kita menuju ke task 2. Menurut kalian gimana?* (We go to task 2. How do you think?)

F: *task ini hampir sama dengan task 1 ya mbak.* (This task is similar to task 1 Miss.)

R: *iya, bedanya ini sudah mulai memakai audio.* (yes, the difference is already started using the audio)

A: *sudah baik mbak. Kita bisa membedakan berbagai jenis ekspresi.* (Already good Miss. We can distinguish various types of expressions.)

R: *kalau materinya?* (how about the material?)

F: *sudah bagus mbak. Ekspresinya bervariasi dan masih sering kita jumpai.* (Already good Miss. The expression is varies and often encountered)

R: *kalau kegiatannya bagaimana?* (How about the activity?)

D: *sudah bagus dan mudah mbak.* (already good and easy Miss.)

R: *peranan siswanya bagaimana?* (How about the students' role?)

A: *sudah baik mbak, bisa mengerjakan karena audio jelas juga.* (already good Miss, can do it because the audio is clear also.)

R: *kalau gurunya?* (how about the teacher?)

D: *baik juga mbak, menjelaskan terlebih dahulu.* (well Miss, the teacher explained first.)

R: *kesulitan kalau dikerjakan secara individu ga?* (Is it difficult if it done individually?)

F: *tidak mbak. Karena menurut saya task ini mudah.* (no Miss, because I think this task easy.)

.....

R: *kita lanjut ke task 3. Bagaimana menurut kalian?* (We go to task 3. What do you think?)

F: *jenis task seperti ini, di setiap unit ada ya mbak.* (type of the task like this, there is every unit, Isn't it?)

R: *iya, di setiap unit ada bentuk task seperti ini.* (yes, there are the task like this in each unit.)

A: *bentuk task seperti ini bagus mbak, kita bisa mengidentifikasi sebuah gambar.* (the task like this is good Miss, we can identify a picture.)

R: *kalau inputnya?* (how about the input?)

A: *masih bisa dipahami mbak.* (It can still be understood Miss.)

D: *masih sesuai dengan kehidupan sehari-hari mbak.* (It is still according to the daily life Miss.)

R: *bagaimana kegiatannya?* (How about the activity?)

F: *menarik mbak. Ada gambarnya itu membuat ketertarikan dalam setiap task mbak.* (interesting Miss. There is a picture that makes an interest in each task Miss.)

R: *kalau peranan siswanya?* (What about the students' role?)

D: *gambar dan audio sudah jelas, sehingga kita bisa mengerjakannya.* (the picture and the audio clear, so we can do it.)

R: *peranan gurunya sudah efektif?* (is the role of the teacher has been effective?)

F: *sudah mbak.* (yes Miss)

R: *merasa kesulitan dengan system individual?* (do you find it difficult with individually systems?)

A: *tidak mbak.* (No Miss)

.....

R: *sekarang kita ke task 4. Bagaimana menurut kalian task 4?* (Now we are to task 4. How do you think task 4?)

A: *mudah mbak. Goalnya juga jelas, kita paham dengan conversation yang ada.* (Easy Miss. The goal is clear, we are familiar with the existing conversation.)

R: *bagaimana dengan inputnya?* (how about the input?)

F: *mudah dipahami mbak.* (easy to understand Miss.)

A: *iya mbak, conversationnya mudah dipahami.* (Yes Miss, its easy to understand the conversation.)

R: *kalau kegiatannya?* (how about the activity.)

D: *kegiatannya mudah mbak karena audio jelas dan mudah dipahami mbak.* (it's easy activity because the audio is clear and easy to understand Miss.)

R: *peranan siswanya?* (how about the students' role?)

F: *bisa mengerjakan mbak karena percakapannya mudah dipahami.* (can do it Miss, because it is easy to understand the conversation)

R: *gurunya bagaimana?* (what about the teacher?)

A: *memberi penjelasan dengan baik mbak.* (the teacher gives explanation very well.)

R: *bagaimana menurut kalian jika task ini dikerjakan secara individu?* (What do you think if the task is done individually?)

F: *tidak masalah mbak.* (No Problem Miss.)

.....

R: *sekarang kita lanjut ke task 5.* (Now we go to the task 5.)

A: *ini task yang umum mbak, menurut saya mudah.* (It is a common task, in my opinion easily)

F: *iya asal audionya di ulangi aja.* (the audio must be repeated.)

A: *iya mbak tujuannya juga sudah bagus agar kita bisa mengetahui kosakata melalui pengucapannya.* (Yes Miss, the goal has been also good for us to be able to know the vocabulary through pronunciation.)

R: *iya benar. Kalian kesulitan dalam task ini?* (Yes right. Any difficulty in this task?)

D: *tidak mbak, tapi ya harus ekstra focus mbak.* (No Miss, but it needs extra focus Miss.)

R: *bagaimana inputnya?* (How about the input?)

A: *mudah dipahami kata-katanya mbak, audionya juga jelas mbak.* (the words is easy to understand Miss, the audio also clear.)

R: *kalau kegiatannya?* (How about the activity?)

D: *karena kita sering menjumpai bentuk task seperti ini, mudah mbak.* (because we often find task like this, it is easy Miss.)

R: *bagaimana peranan siswanya?* (How about the students' role?)

A: *menurut saya bagus mbak, kita bisa mengerjakannya karena audio jelas dan kosakatanya mudah dipahami.* (I think great Miss, we can do it because the audio is clear and the vocabulary is easy to understand.)

R: *peranan gurunya bagaimana?* (What about the teachers' role?)

D: *sudah bagus mbak.* (already good Miss)

R: *kalau settingnya secara individu, kalian kesulitan?* (If the settings individually, any problem?)

A: *tidak mbak asal audionya diulangi aja.* (no Miss but the audio is repeated.)

R: *iya pasti diulang kira-kira 3 kali.* (Yes surely, It's repeated about 3 times.)

.....

R: *sekarang kita ke task 6. Menurut kalian gimana?* (Now we go to task 6. How do you think?)

A: *ini termasuk bentuk soal baru mbak. Bagus mbak.* (This includes new task forms Miss. Good Miss.)

D: *iya mbak, kita jarang menemui bentuk task seperti ini.* (Yes Miss, we rarely encounter the task like this.)

A: *tujuannya juga jelas mbak, kita bisa paham dari conversation yang diputar.* (the goal is also clear Miss, we can understand from conversations that played.)

F: *iya mbak, audio juga jelas.* (Yes Miss, the audio is also clear.)

R: *bagaimana inputnya?* (How about the input?)

D: *menarik mbak, mudah dipahami.* (interesting Miss, It is easy to understand.)

R: *kalau kegiatannya?* (how about the activity?)

F: *menarik mbak, bentuk task yang baru.* (interesting Miss, the new task form.)

A: *iya mbak, inovasi baru ini mbak.* (Yes Miss, this new innovation Miss.)

R: *kalau peranan siswanya?* (What about the role of the students?)

D: *kalau saya bisa mengerjakan dengan baik karena audio jelas mbak dan kosakatanya mudah dipahami.* (I can do it well Miss because the audio is clear and the vocabulary is easy to understand.)

R: *bagaimana peranan gurunya?* (What about the teachers' role?)

A: *selalu member penjelasan instruksi jika kita masih bingung mbak.* (The teacher always gives the correct explanations and instructions if we still confused Miss.)

R: *mengalami kesulitan jika dikerjakan secara individu?* (Did you have trouble if it done individually?)

D: *tidak mbak.* (No Miss).

.....
R: *Kita lanjut ke task 7 ya. Bagaimana menurut kalian?* (We go to the task 7. What do you think?)

D: *menurut saya lumayan sulit mbak, butuh konsentrasi.* (I think Miss pretty difficult, it needs concentration.)

A: *kalau tujuannya udah bagus mbak karena kita jadi paham dengan isi conversationnya.* (When the purpose already good Miss because we are so familiar with the contents of the conversation.)

R: *kalau inputnya?* (How about the input?)

F: *audio jelas mbak, kata-kata juga mudah dipahami.* (The audio is clear Miss, The words is also easy to understand)

R: *kalau kegiatannya?* (and then the activity?)

D: *ini seperti yang di unit 1 ya mbak, tetapi ini lebih mudah.* (it is like that in unit 1 Miss, but this is easier)

F: *iya mbak karena jawabannya singkat-singkat.* (Yes Miss, because the answer is short.)

R: *kalau peranan siswanya?* (What about the role of the students?)

A: *asal focus dan konsentrasi bisa mengerjakan dengan baik mbak.* (if the focus and concentration, we can do it very well Miss.)

R: *kalau peranan gurunya?* (What about the teachers' role?)

D: *sudah baik kuk mbak. Selalu memberi penjelasan terlebih dahulu.* (Already good Miss. The teacher always gives an explanation first.)

R: *bisa dikerjakan secara individu?* (Can be done individually?)

A: *bisa mbak. Asal focus aja.* (we can Miss, it should be focus.)

.....

R: *bagaimana pendapat kalian dengan task 8?* (How do you think about the task 8?)

A: *lebih mudah daripada task 7 mbak.* (It is easier than the task 7, Miss.)

D: *kita jadi lebih paham isi dari percakapan tersebut mbak.* (We better understand the content of the conversation Miss.)

R: *bagaimana inputnya?* (How about the input?)

F: *jelas dan mudah dipahami mbak, kan sama dengan task 7.* (It is clear and easy to understand Miss, it is same as the task 7.)

R: *kalau kegiatannya?* (How about the activity?)

A: *lebih menarik dan mudah mbak.* (more interesting and easy Miss.)

R: *peranan siswanya?* (How about the students' role?)

A: *karena ini lebih mudah dari task sebelumnya, bisa mengerjakan dengan baik mbak.* (Because it is easier than the previous the task, we can work well Miss.)

R: *apakah peranan gurunya sudah baik?* (Is the role of the teacher already good?)

F: *sudah kuk mbak.* (Already Miss.)

R: *kalian bisa mengerjakannya secara individu?* (Can you do it individually?)

D: *iya mbak, bisa.* (yes Miss.)

.....

R: *kita lanjut ke task terakhir ya?* (We go to the last task?)

A: *bentuk task ini sama dengan unit sebelumnya ya mbak, Cuma beda tema aja.* (This the task forms is the same as the previous unit Miss, just different theme)

R: *iya, bentuk sama.* (Yes, the form is same.)

D: *sudah bagus mbak. Kita jadi lebih paham dengan macam-macam ekspresi mbak.* (It is already good Miss. We are more familiar with a variety of expressions Miss.)

R: *kalau inputnya?* (How about the input?)

D: *Sudah bagus dan mudah dipahami. Ya walaupun ada satu dua kata yang kurang jelas.* (It's great and easy to understand. Although there are one or two words that are unclear.)

A: *iya mbak tetapi kita masih paham kuk.* (Yes Miss but we still understand.)

R: *kalau kegiatannya?* (How about the activity?)

F: *sudah bagus mbak, pertanyaannya sederhana jadi kita tidak kesulitan mbak.* (Already good Miss, the question is simple so we have no difficulty Miss.)

R: *Kalau peranan siswanya gimana?* (How about the students' role?)

A: *bagus mbak karena pertanyaannya simple. Tetapi tetap harus focus mbak.* (Great Miss, because the question is simple but should be focus.)

D: *iya mbak, kalau ga focus ya ga bisa.* (yes Miss. If we are not focus, we can not do it.)

R: *ada kesulitan dikerjakan secara individu?* (Is there any difficulty if it done individually?)

F: *tidak mbak asal audionya diulang saja.* (no Miss, but the audio should be repeated.)

R: *iya pasti diulang. Ok. Makasih ya.* (Yes surely repeated. Ok. Thank you.)

.....

UNIT 1

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Unit 2

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Task 3																																			
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2	2	4	4	5	5	5	3	3	4	4	3	3	4	4	3	3	3	4	4	4	4	3	3	4	4	4	4	3	3	4	3	114			
3	4	3	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	3	3	3	4	128			
4	4	4	3	4	4	4	3	3	4	4	4	4	3	4	4	4	4	3	4	4	4	4	4	5	5	4	4	3	3	3	3	116			
5	3	4	4	4	4	2	2	4	4	4	4	3	3	3	3	4	4	3	4	4	5	4	3	3	3	4	3	4	4	4	4	111			
6	4	4	4	5	4	3	4	4	4	4	4	3	3	4	3	4	5	4	5	4	4	4	4	3	4	4	3	4	4	4	5	122			
7	4	4	4	4	4	3	3	4	3	4	4	3	4	3	4	4	5	5	4	3	4	4	5	2	4	4	4	4	5	4	4	120			
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Task 4																																			
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3	3	2	4	5	3	3	4	3	3	3	3	3	3	4	4	4	5	3	5	5	4	4	4	3	3	4	4	4	3	4	4	114			
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5	3	3	3	5	3	3	4	3	3	4	4	4	4	3	4	4	5	4	4	4	4	3	4	3	4	4	3	4	3	4	4	114			
6	4	4	4	5	4	3	5	3	3	4	4	3	3	2	3	4	5	5	4	4	5	4	2	5	5	4	3	4	5	4	3	120			
7	4	4	3	5	4	3	4	3	3	4	4	4	4	4	4	3	5	4	4	4	5	4	5	4	4	4	4	4	4	3	5	123			
8	2	4	3	4	4	3	3	3	3	3	3	3	4	4	4	4	4	3	5	5	4	3	3	4	3	4	4	4	4	4	2	4	110		
Task 5																																			
1	3	3	5	5	4	3	4	4	4	4	4	4	4	5	4	4	5	5	5	4	5	4	5	4	4	4	4	4	3	3	3	126			
2	4	3	3	5	4	3	3	4	3	4	4	3	3	4	5	4	4	4	5	5	5	4	4	3	4	4	4	3	3	3	4	118			
3	4	3	3	5	4	3	3	3	3	3	3	4	4	4	5	4	5	3	4	4	5	4	4	5	3	4	4	4	3	3	3	116			
4	3	4	4	5	4	3	3	3	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	2	5	3	4	3	3	3	4	115			
5	3	4	3	5	4	3	4	4	3	4	3	3	4	3	4	3	5	5	4	4	4	4	4	4	4	4	3	4	3	2	4	116			
6	3	3	5	5	4	3	4	3	3	3	4	4	4	4	4	3	5	4	5	4	4	4	3	3	5	4	3	4	3	3	3	119			
7	3	4	3	4	4	3	3	4	3	3	4	3	4	4	5	4	5	3	4	4	4	3	3	3	3	4	4	4	3	4	4	113			
Task 6																																			
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2	3	4	5	5	5	4	5	3	4	4	3	4	4	4	4	4	5	5	5	4	4	4	5	3	4	4	4	4	3	4	4	126			
3	3	3	3	5	4	3	4	2	4	3	2	3	4	4	4	3	5	4	4	5	4	4	5	3	3	4	4	3	3	3	3	111			
4	4	3	3	5	4	4	4	4	4	3	4	4	4	4	3	3	5	3	4	4	4	4	5	4	4	4	3	4	2	3	3	116			
5	3	4	3	4	4	3	3	3	4	3	3	3	4	3	4	3	3	4	4	4	4	4	5	4	3	4	3	3	4	4	4	111			
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UNIT 3

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	jml	mean	cat
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UNIT 4

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[illegible]

Task 7

[illegible]

Task 8

[illegible]

Task 9

[illegible]

Listening Tasks

By : Niken Murtisari

Listening Tasks for English Class
Of the First Grade for Industrial Electronics Engineering Department
In Vocational School

UNIT 1

Hello... My name is Nick

After this lesson, the students are expected to be able to:

- ✚ Identify the expressions of *greeting and leave-taking*, the introduction of self and others, and the variety of thanks and apology
- ✚ Distinguish the kind of expressions and the responses
- ✚ Respond to the expressions.



We meet different people everyday. Therefore, we often need to greet someone, to introduce other people and to express thanking. When we did something wrong to another person, we also usually apologize. That's why you need to learn this unit.



Picture 1 (<http://gandhi.student.umm.ac.id>)

Let's get started

TASK 1



Match the expressions with the responses. Number one has been done for you.

No	Expression	Responses
1.	Good Morning	See you
2.	How are you	You're welcome
3.	Nice to meet you	No Problem
4.	See you tomorrow	Good morning
5.	Hello, my name is Nisa	I'm fine
6.	Thanks for your help	Nice to meet you too
7.	Sorry	Hi, my name Riska

TASK 2



Look at the expressions and write the responses correctly. Number one has been done for you.

1.

Good afternoon

Good afternoon

2.

How are you

3.

Pleased to meet you

4.

Good bye

5.

Thanks for your help

6.




I am sorry to hear that



Let's study

TASK 3



You will see pictures. You will hear four statements about the pictures. Choose the statements that most closely matches the picture.

No	Picture	Statement
1.	 http://www.andalas69.wordpress.com	<p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p>
2.	 http://www.espadax2.wordpress.com	<p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p>
3.	 http://www.ilhamsk.com	<p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p>

4.	 http://www.supriatna70.wordpress.com	A. B. C. D.
5.	 http://www.rizal70.webs.com	A. B. C. D.

TASK 4



You will hear a question and four possible responses. Choose the response that most closely answers the questions.

Example:

Now listen to the sample question.

You will hear: *Hi, how are you?*

In the text:

- A. My name is Joko.
- B. He is fine, thanks.
- C. Nice to meet you.
- D. I am fine. Thank you.

The best response to the question *Hi, how are you?* is choice **D**. I am fine. Thank you. Therefore, you should choose answer **D**.

1.
 - A. I am Nicky
 - B. Nice to meet you too
 - C. Fine. Thank you
 - D. Thanks
2.
 - A. See you
 - B. Thank you
 - C. I am fine
 - D. Good morning
3.
 - A. How do you do?
 - B. Bye
 - C. Hi, I am Susi
 - D. I am fine
4.
 - A. Bye
 - B. I am fine
 - C. Thanks
 - D. No Problem
5.
 - A. Forget it.
 - B. See you
 - C. Thanks
 - D. I am fine

TASK 5



In this part, you will listen to a conversation between Ari and Ria. Listen to the conversation carefully and then answer the questions. The audio will be played twice.

Questions

1. What does Ari say to greet Ria?
2. Is Ari the new employee?
3. Where is Ari from?
4. What is Ria from?
5. Who is Ria?

TASK 6



In this part, you will listen to short conversations between two people. Choose the best answer to each question.

1. According to the audio, when did the conversation most probably happen?
A. 07.00 a.m
B. 01.00 p.m
C. 07.00 p.m
D. 01.00 a.m
2. What does Andrew say to Shella to end the conversation?
A. good bye
B. good night
C. see you
D. good morning
3. Where does Angel want to go?
A. English library
B. English laboratory
C. English classroom
D. English course
4. Where does Andy live?
A. Lupine Street Number 26
B. Lupine Street Number 28
C. Jasmine Street Number 26
D. Jasmine Street Number 28
5. Where are they going tonight?
A. office
B. company
C. company's party
D. Arif's home

TASK 7



In this part, you will listen to a conversation between Neny and Lia. Listen to the conversation carefully and then answer the questions. The audio will be played twice.

Questions

1. Who is Tomy?
2. Is Tomy a new technician?
3. Where does Tomy come from?
4. Where does Lia come from?
5. Are they in one company?

TASK 8



In this part, you will listen to conversation between Eka and Mr. Andika. Listen to the audio carefully, and then read the following statements. Write T if the statement is true and F if the statement is false.

No.	Statements	T/F
1.	The conversation happens in the morning.	
2.	Eka apologizes to his teacher because he comes late.	
3.	Eka comes late because his bicycle had flat tire.	
4.	Mr. Andika gives a punishment to Eka.	
5.	The conversation happens in the classroom.	

Let's make Summary



Study the following expressions.

A. GREETINGS

Formal Greetings	Responses
<ul style="list-style-type: none"> • Hi. • Hello. • Good morning. • Good afternoon. • Good evening. • How do you do? • How are you? 	<ul style="list-style-type: none"> • Hi. • Hello. • Hello, good morning. • Good afternoon. • Good evening. • How do you do? • I'm fine. Thank you.

Informal Greetings	Responses
<ul style="list-style-type: none"> ▪ Hi, how's life? ▪ How's everything? ▪ What's news? ▪ Nice to meet you. ▪ Good to see you. ▪ Pleased to meet you. ▪ How's business? 	<ul style="list-style-type: none"> ▪ Terrific. And you? ▪ Great, thanks. ▪ Just fine, thanks. ▪ Nice to meet you too. ▪ Me too. ▪ Pleased to meet you too. ▪ Pretty well. What about you?

Greeting a person you haven't seen for a long time (Formal)

- It has been a long time.
- It's been too long.
- What have you been up to all these years?
- It's always a pleasure to see you.
- How long has it been?

Greeting a person you haven't seen for a long time (Informal)

- How come I never see you?
- It's been such a long time.
- Long time no see.
- Where have you been hiding?
- It's been ages since we last met.

Note:

Time	Expression
00.00 - 12.00 a.m	Good morning
12.00 – 06.00 p.m	Good afternoon
06.00 – 09.00 p.m	Good evening
Time to go bed	Good night
Departing	Good bye

B. LEAVE TAKINGS

Leave Takings	Responses
<ul style="list-style-type: none">• Sorry, I have to go now.• I'll talk to you later.• It's been nice talking to you.• Good bye.• Bye-bye / Bye.• See you tomorrow.	<ul style="list-style-type: none">• Yes of course. See you.• Sure. See you later.• Thank you• Take care.• Keep in touch.• See you at school.

C. Introductions

Introducing Oneself	Responses
<ul style="list-style-type: none">• Hi, I'm Andy.• Hello, my name is Andy.• Good evening. My name is Andy.• May I introduce myself? I'm Andy.• Let me introduce myself. My name is Andy.• How do you do? My name is Baskara.	<ul style="list-style-type: none">• Hi, I'm Diana. Glad to meet you.• Hello. My name is Diana. Pleased to meet you.• Good evening. I'm Diana. How do you do?• How do you do? My name is Diana. Nice to meet you.

Introducing Others	Responses
<ul style="list-style-type: none"> ■ Do you know Raditya? ■ Have you met Raditya? ■ This is a friend of mine, Saskia. ■ Doni this is Heru, my friend. ■ May I introduce our new member, Mr. Rafael Romero? ■ Please allow me to introduce our new District Manager. ■ Let me introduce you to Mr. Jatmika our Marketing Manager. Mr. Jatmika, this is Mr. Dani from Bright Company. 	<ul style="list-style-type: none"> ■ No, I don't think so. ■ No, I haven't. ■ Hi, glad to meet you. I'm Bondan. ■ Hello, Saskia. Pleased to meet you. ■ I'm glad to know you. ■ It's nice to meet you. ■ How do you do? ■ How do you do? It's very nice to meet you.

D. Thanking

When someone gives you something	Responses
<ul style="list-style-type: none"> • Thanks (a lot). • Thank you (followed by): <ul style="list-style-type: none"> – It's very nice/ beautiful. – It's just what I want. – But you really didn't have to / You shouldn't have (if the gift is not expected) 	<ul style="list-style-type: none"> • You are welcome. • No problem. • It's OK/alright. • Don't mention it. • I'm glad you like it.

When someone does a favor or helps you	Responses
<ul style="list-style-type: none"> ■ Thanks (a lot) for your help. ■ Thanks (a lot) for helping me. ■ I really appreciate your help. ■ It was very kind of you to help me. ■ I'm very grateful to you for your visit. ■ I'm very grateful to you for inviting me. 	<ul style="list-style-type: none"> ■ You are welcome. ■ No problem. ■ That's OK/ alright. ■ Never mind. ■ Forget it. ■ Any time. ■ Think nothing of it. ■ I'm glad I could help. ■ Don't mention it. ■ It was my pleasure/ My pleasure. ■ It's no trouble at all.

E. Apology and Sympathy

➔ Expressing Apology

Here are the expressions used to apologize and their responses (from the more formal to less formal expression):

Apology	Responses
<ul style="list-style-type: none"> • Forgive me. I'm terribly sorry about ... • Please accept my apology for ... • Please excuse ... (e.g., my cat) • I would like to apologize for ... • I apologize for ... • I'm sorry. I didn't mean to ... • I'm sorry that ... • Sorry... 	<ul style="list-style-type: none"> • That's quite all right. • I completely understand. • You don't need to apologize. • Oh, that's all right. It can happen to anyone. • It's not your fault. • Don't worry about it. • It's OK. • No problem. • Forget it.

➔ Expressing Sympathy

The words "I'm sorry" are also used to express sympathy, such as in: "I'm sorry to hear that your brother was badly injured in that accident."

Expressing sympathy	
• I'm sorry to hear that.	
• That's	➔ ashamed. a pity. too bad.
• How	➔ awful terrible
• What	➔ a pity a nuisance

EVALUATION

I. In this part, you will listen to short conversations between two people. Choose the best answer to each question.

1. According to the audio, when did the conversation most probably happen?
A. 07.00 a.m
B. 01.00 p.m
C. 07.00 p.m
D. 12.00 p.m
2. When does the conversation happen?
A. in the morning
B. in the afternoon
C. in the evening
D. in the night
3. What is the relationship between the two speakers?
A. aunt and niece
B. mother and son
C. mother and daughter
D. brother and sister
4. What is the woman's expression used for?
A. Introduction
B. Apology
C. Greeting
D. Thanking
5. Based on the conversation, the following statements are true, except . . .
A. Melda is Roni's friend
B. Roni introduces Hellen to Melda
C. Hellen is a new friend to Melda
D. Melda introduces Roni to Hellen
6. What does the man mean?
A. He introduces his self
B. He apologizes for being late
C. He greets the woman
D. He is thankful to the woman's gift
7. What is the woman's name?
A. Sasya
B. Salsa
C. Sabila
D. Saras
8. What does the man's expression used for?
A. Introduction
B. Apology
C. Greeting
D. Thanking
9. What is Mela's expression used for?
A. Introduction
B. Apologizing
C. Thanking
D. Response thanking
10. What is Andre' response probably?
A. I'm fine.
B. How do you do?
C. Great, thanks.
D. How are you?

II. In this part, you will listen to a conversation between Zulia and Mrs. Ella. Listen to the audio carefully. While listening, complete the conversation below.

Zulia : (1) _____, Mrs. Ella.
 Mrs. Ella : Good morning. I'm not good because my son is sick.
 Zulia : Oh. (2) _____, Ma'am.
 Mrs. Ella : Thank you. Are you a new student?
 Zulia : Yes, Ma'am. (3) _____ Zulia.
 Mrs. Ella : (4) _____ you, Zulia.
 Zulia : Nice to meet you too.
 Mrs. Ella : Oh, sorry. I have to meet the headmaster. See you Zulia.
 Zulia : (5) _____, Ma'am.

III. Listen to the expressions in the audio, then select a response at the box and match the appropriate response with the expression. Number one has been done for you.

Expressions	Responses
1. "Hi, Mel. How are you?"	1. Fine. Thank you
	2. _____
	3. _____
	4. _____
	5. _____
	6. _____
	7. _____
	8. _____
	9. _____
	10. _____

- A. See you.
- B. How do you do?
- C. Fine. Thank you.
- D. Ok. I'm sorry to hear that.
- E. Pleased to meet you too.
- F. I'm sorry for late.
- G. Yes, that's right.
- H. Yes, me too. I am happy to see you.
- I. Hi, Millie. Nice to meet you.
- J. Hi, Hanna. My name Rash.

UNIT 2

What time is it?

After this lesson, the students are expected to be able to:

- ✚ understand to the variety of number and time from audio
- ✚ differentiate of number and time
- ✚ Respond to the variety of number and time from audio



In our life, we always deal with numbers to get information about times, days, dates, months, and years. We will also find numbers in everywhere. We use numbers for many different purposes. We cannot imagine how difficult our life would be if there were no numbers nowadays. Therefore, numbers are very important in our life.



Picture 2 (<http://petualang-malam.blogspot.com>)



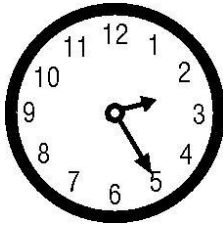


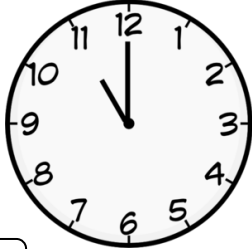


Picture 2.1 (<http://filevector.com>)

Let's get started

TASK 1

Match statements about time with a picture. Write the number of statements in the picture. Number one has been done for you.

1. ten past ten
2. a quarter to eight
3. twenty five past two
4. ten past five
5. eleven o'clock
6. a half past seven

 <input type="text"/>	 <input type="text"/>	 <input type="text" value="1"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>

TASK 2

Match the dates on left with the dates on the right. Number one has been done for you.

- | | | |
|---------------|-------------------|---------------------------------------|
| 1. 4/11/1995 | <u> d </u> | a. December six, nineteen eighty-nine |
| 2. 7/25/1990 | <u> </u> | b. February twelve, two thousand five |
| 2. 12/06/1989 | <u> </u> | c. July twenty five, nineteen ninety |

3. 11/13/2003 _____ d. April eleven, nineteen ninety-five
4. 2/12/2005 _____ e. October seven, two thousand seven
5. 10/7/2007 _____ f. November thirteen two thousand three

Let's Study

TASK 3



Listen to the audio and then give a tick (✓) to the correct answer.

- | | | | |
|-----|----------------------------------|---|--|
| 1. | 4
<input type="checkbox"/> | 4 th
<input type="checkbox"/> | 14
<input type="checkbox"/> |
| 2. | 30
<input type="checkbox"/> | 35
<input type="checkbox"/> | 135
<input type="checkbox"/> |
| 3. | 20
<input type="checkbox"/> | 26
<input type="checkbox"/> | 26 th
<input type="checkbox"/> |
| 4. | 23
<input type="checkbox"/> | 123
<input type="checkbox"/> | 132
<input type="checkbox"/> |
| 5. | 17°C
<input type="checkbox"/> | 70°C
<input type="checkbox"/> | 73°C
<input type="checkbox"/> |
| 6. | 2V
<input type="checkbox"/> | 12 V
<input type="checkbox"/> | 20V
<input type="checkbox"/> |
| 7. | 5V
<input type="checkbox"/> | 20V
<input type="checkbox"/> | 25V
<input type="checkbox"/> |
| 8. | 15A
<input type="checkbox"/> | 50A
<input type="checkbox"/> | 55A
<input type="checkbox"/> |
| 9. | 212
<input type="checkbox"/> | 2002
<input type="checkbox"/> | 2012
<input type="checkbox"/> |
| 10. | 5A
<input type="checkbox"/> | 15A
<input type="checkbox"/> | 50A
<input type="checkbox"/> |

TASK 4



In this part, you will listen to short conversations between two people.
Choose the best answer to each question.

1. What is today's weather?
A. 3⁰C
B. 13⁰C
C. 30⁰C
D. 31⁰C
2. How much is the flash drive?
A. Rp 105,000.00
B. Rp 100,000.00
C. Rp 115,000.00
D. Rp 150,000.00
3. How much is the room voltage?
A. 212 W
B. 220 V
C. 212 V
D. 220 W
4. What is Tom's phone number?
A. 27444073
B. 02744703
C. 27444073
D. 02744703
5. What is the temperature of the water?
A. 10⁰C
B. 0⁰C
C. 1⁰C
D. 0,1⁰C

TASK 5



In this part, you will listen to some statements. Listen to the audio carefully and give a tick (✓) in the T column if the statements is TRUE and in F colouomn if the statements is FALSE.

Example: The statements is The second month of the year is February. It is a true so the students give a tick in true column.

No	T	F
1.	✓	
2.		
3.		
4.		

5.		
6.		
7.		

TASK 6







Listen to the audio and then draw the time in the pictures correctly based on the audio.

1.		2.	
3.		4.	
5.		Picture 2.8 (http://www.teacherfiles.com)	

TASK 7



You will see a picture. You will hear four statements about the picture. Choose the statements that most closely matches the picture.

No	Picture	Statements
1.	 <p data-bbox="368 629 732 656">http://harry-arudam.blogspot.com</p>	<p data-bbox="1118 376 1150 405">A.</p> <p data-bbox="1118 427 1150 456">B.</p> <p data-bbox="1118 479 1150 508">C.</p> <p data-bbox="1118 530 1150 560">D.</p>
2.	 <p data-bbox="435 949 670 976">http://flexmedia.co.id</p>	<p data-bbox="1118 701 1150 730">A.</p> <p data-bbox="1118 752 1150 781">B.</p> <p data-bbox="1118 804 1150 833">C.</p> <p data-bbox="1118 855 1150 884">D.</p>
3.	 <p data-bbox="376 1397 724 1424">http://addictama.wordpress.com</p>	<p data-bbox="1118 1059 1150 1088">A.</p> <p data-bbox="1118 1111 1150 1140">B.</p> <p data-bbox="1118 1162 1150 1191">C.</p> <p data-bbox="1118 1214 1150 1243">D.</p>
4.	 <p data-bbox="325 1738 775 1765">http://thermometerhygrometerdigital.com</p>	<p data-bbox="1118 1440 1150 1469">A.</p> <p data-bbox="1118 1491 1150 1520">B.</p> <p data-bbox="1118 1543 1150 1572">C.</p> <p data-bbox="1118 1594 1150 1624">D.</p>

5.



<http://apartmenttherapy.com>

- A.
- B.
- C.
- D.

TASK 8



You will hear a conversation between two people. You will see three or two question on each conversation. Answer to each question correctly.

Listen to the conversation for answering number 1, 2, and 3 .

1. When will Brian arrive in Yogyakarta?
2. What time will the speakers leave for the airport?
3. What time will the man arrive at the woman's office?

Listen to the conversation for answering number 4 and 5.

4. What will the man be doing at 09.00 tomorrow morning?
5. What time does the man want to see Mr. Yanto?

TASK 9



You will hear a talk given by a single speaker. You will see three or two questions on each talk. Answer to each question correctly.

Listen the short talk for answering number 1-5.

1. What train number will depart to New York city?
2. What time will the train depart?
3. What gate number should the passengers approach?
4. Are the passengers permitted to carry an luggage?
5. Where the passengers' lunggage must be stored?

Listen the short talk for answering number 6-10.

1. What floor number will the conference workshops take place?
2. What Restaurant will the lunch be served?
3. What time will afternoon workshops begin?
4. What time will a computer software demonstration be held?
5. What time will the afternoon refreshments be held?

Let's make Summary



A. Number

Study the following materials.

→ Cardinal numbers

1 = one	11 = eleven	21 = twenty one	40 = forty
2 = two	12 = twelve	22 = twenty two	50 = fifty
3 = three	13 = thirteen	23 = twenty three	60 = sixty
4 = four	14 = fourteen	24 = twenty four	70 = seventy
5 = five	15 = fifteen	25 = twenty five	80 = eighty
6 = six	16 = sixteen	26 = twenty six	90 = ninety
7 = seven	17 = seventeen	27 = twenty seven	100 = one hundred
8 = eight	18 = eighteen	28 = twenty eight	1.000.000= one million
9 = nine	19 = nineteen	29 = twenty nine	1.000.000.000 = one billion
10 = ten	20 = twenty	30 = thirty	1.000.000.000.000 = one trillion



Cardinal Numbers are used to:

1. show prices,
2. show time,
3. show physical appearances such as *weights, heights, ages, etc*,
4. show speed,
5. announce flight numbers, etc.

→ Ordinal numbers

1 st = first	11 th = eleventh	21 st = twenty-first	31 st = thirty-first
2 nd = second	12 th = twelfth	22 nd = twenty-second	40 th = fortieth
3 rd = third	13 th = thirteenth	23 rd = twenty-third	50 th = fiftieth
4 th = fourth	14 th = fourteenth	24 th = twenty-fourth	60 th = sixtieth
5 th = fifth	15 th = fifteenth	25 th = twenty-fifth	70 th = seventieth
6 th = sixth	16 th = sixteenth	26 th = twenty-sixth	80 th = eightieth
7 th = seventh	17 th = seventeenth	27 th = twenty-seventh	90 th = ninetieth
8 th = eighth	18 th = eighteenth	28 th = twenty-eighth	100 th = one hundredth
9 th = ninth	19 th = nineteenth	29 th = twenty-ninth	1,000 th = one thousandth
10 th = tenth	20 th = twentieth	30 th = thirtieth	1,000,000 th = one millionth



Ordinal Numbers are used to:

1. show dates,
2. show ranks / positions.

B. MONTHS

Listen to the audio and study the following material.

Names of Months	
January	July
February	August
March	September
April	October
May	November
June	December

C. TIME

Listen to the audio and study the following materials.

When we ask the time, we say “What time is it, please?”, “What’s the time, please?” or “Do you have the time?”

Here are the examples of telling time.

07.00	seven o'clock
07.30	Half past seven
09.20	Twenty past nine
05.15	A quarter past five
08.45	A quarter to nine

Notes:

A quarter : 15 minutes

(A) half : 30 minutes

Past : after

To : before

O'clock : sharp

a.m. : used when referring to a time between twelve o'clock at night and twelve o'clock in the middle of the day

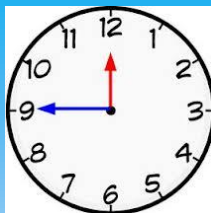
p.m. : used when referring to a time in the afternoon or evening or at night



It is ten to two

Picture 2.2

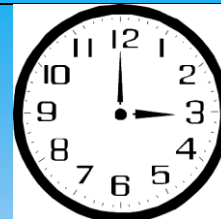
(<http://itrademarket.com>)



It is a quarter to twelve

Picture 2.3

(<http://englishpl10.w.interia.pl.com>)



It is three o'clock

Picture 2.4

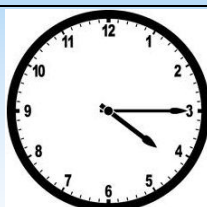
(<http://ddluino.altervista.org.com>)



It is ten past five

Picture 2.5

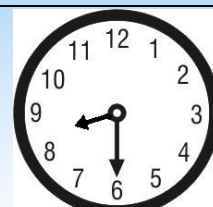
(<http://firstchoice.portfolio.no.com>)



It is a quarter past four

Picture 2.6

(<http://promptenglish.com>)



It is a half past eight

Picture 2.7

(<http://anglia.org.com>)

EVALUATION

I. In this part, you will listen to short conversations between two people. Listen to the audio and choose the correct answer.

1. What is her number?
A. 087735403020
B. 087734503920
C. 087735403200
D. 087734503200
2. What time does he go to school?
A. 07.15
B. 07.00
C. 06.45
D. 06.15
3. What is her birth date?
A. July 6th, 1993
B. July 16th, 1993
C. June 6th, 1993
D. June 16th, 1993
4. How is today's weather?
A. 0,8⁰ C
B. 8⁰ C
C. 18⁰ C
D. 80⁰ C
5. What's the woman's temperature?
A. 36⁰ C
B. 38,5⁰ C
C. 39,5⁰ C
D. 40⁰ C
6. What does the woman's mean?
A. She will go to Australia on March.
B. She will go to Australia on April.
C. She will go to Australia on May.
D. She will go to Australia on February.
7. When does the English course begin?
A. 07.00
B. 07.30
C. 06.30
D. 07.15
8. How much the T-shirt price?
A. Rp. 289.000,00
B. Rp. 298.000,00
C. Rp. 298.500,00
D. Rp. 299.000,00
9. What time does the meeting begin?
A. 09.15
B. 15.09
C. 09.45
D. 08.45
10. What time the speaker will go to the cinema?
A. 11.30 a.m
B. 12.30 a.m
C. 12.30 p.m
D. 12.00 p.m

II. In this part, you will listen to a short conversation between a teacher and a student.

Choose the best answer to each question.

1. The student's name is

A. Ratna Ramasari
C. Rina Ramasari

B. Dina Ramasari
D. Dina Ramadani
2. Her address is . . .

A. Rain Street 7, Yogyakarta.
C. Rainbow 24, Yogyakarta.

B. Ring Street 7, Yogyakarta .
D. Rainbow 20, Yogyakarta.
3. Her house number is...

A. 28
C. 38

B. 29
D. 39
4. Her telephone number is....

A. 237918
C. 337918

B. 238918
D. 337928
5. Her student number is. . . .

A. 2374
C. 2734

B. 2473
D. 2743

III. In this part, you will listen to monologs. Listen to the monologs carefully. While listening, complete the missing information.

1. Hello, my name is Aditya Hendrawan. I'm in Grade ____ of SMK Harapan Jaya. I was born on the _____ of _____, _____. My address is White Street number ____, Surabaya. My telephone number is _____.
2. My name is Sebastian. I'm _____ years old. I come from Singapore. I was born on the _____ of October _____. My address is _____ Randall Street, Manila. My telephone number is _____.

IV. In this part, you will listen to some statements. Listen to the audio carefully and give a tick (✓) in the T column if the statement is TRUE and in false column if the statement is FALSE.

No.	Statement	T	F
1.	I go to school at a quarter pass seven.		
2.	Doni lost his amperemeter 2 weeks ago.		
3.	I need 2 scrapers, 4 screwdrivers, and 3 solder suckers.		
4.	Jakarta.is about sixty kilometers from Bogor.		
5.	The practical test will be held on Monday, March 9 th , 2012.		

UNIT3

What is it?

After this lesson, the students are expected to be able to:

- + describe the object based on shape, color, size, and origin
- + describe the person from the profession, nationality, physical characteristics and activity

In our life, we often need to know how to describe colours, sizes, shapes, etc. We also need to ask and answer about someone's profession, origin, and nationality. In this unit, we will study about all of these things.



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Picture 3 (<http://avonturguide.blogspot.com>)

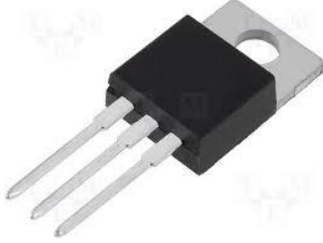
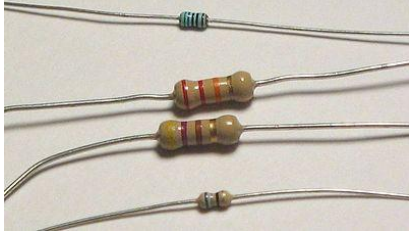




Let's get started

TASK 1



Find the item in each pictures. Write the number in the correct box. Number one has been done for you.

1. It is an ammeter
2. It is a wrench
3. It is a screwdriver
4. It is a transistor
5. they are resistors
6. It is a solder

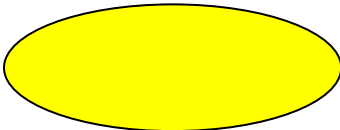
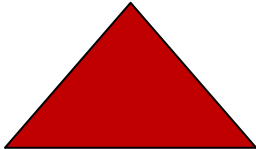

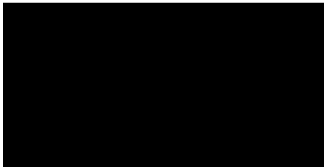
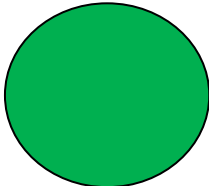
 <input data-bbox="207 1220 290 1272" type="text"/>	 <input data-bbox="603 1220 686 1272" type="text"/>	 <input data-bbox="1034 1220 1115 1272" type="text"/>
 <input data-bbox="188 1541 271 1592" type="text"/>	 <input data-bbox="582 1541 665 1592" type="text"/>	 <input data-bbox="1050 1541 1133 1592" type="text" value="1"/>

TASK 2



Number the pictures based on the description.

1. The star is blue. It is a blue star.
2. The circle is green. It is a green circle.
3. The ellipse is yellow. It is a yellow ellipse.
4. The triangle is red. It is a red triangle.
5. The rectangular is black. It is a black rectangular.

No	Pictures
	
	
	
	
	

Let's Study

TASK 3





What is the correct name of the tools? Listen to the audio then give a tick (✓) in the correct answer.







1.	a multimeter		a multiterster	
2.	an ammeter		an amperemeter	
3.	pliers		players	
4.	a diode		a dioda	
5.	a cabel		a cable	
6.	a transistor		a transister	

TASK 4



Listen to these descriptions of people. Give a tick (✓) to the correct picture.


1.	 <input type="radio"/> Picture 3.1 http://jogging101.com	 <input type="radio"/> Picture 3.2 http://123rf.com
----	---	---

2.	 <input type="radio"/> Picture 3.3 http://adavenautomodified.blogspot.com	 <input type="radio"/> Picture 3.4 http://featurepics.com
3.	 <input type="radio"/> Picture 3.5 http://picturesof.net	 <input type="radio"/> Picture 3.6 http://dreamstime.com
4.	 <input type="radio"/> Picture 3.7 http://illustrationsof.com	 <input type="radio"/> Picture 3.8 http://fotosearch.com

TASK 5



Listen to the audio and write all the words dictated in column A, then match the statement in column A to the picture in column B.

A	B
	 Picture 3.17 (http://baselo.comuf.com)

	 <p>Picture 3.18 (http://dhika97853.wordpress.com)</p>
	 <p>Picture 3.19 (http://www.modifikasi.com)</p>
	 <p>Picture 3.20 (http://www.amazon.com)</p>
	 <p>Picture 3.21 (http://ekohasan.wordpress.com)</p>
	 <p>Picture 3.22 (http://www.cpfmarketplace.com)</p>
	 <p>Picture 3.23 (http://r-0-n.blogspot.com)</p>

TASK 6





In this part, you will listen to some monologs. Listen to the audio and guess the profession based on the audio.




No.	Jobs
1.	
2.	
3.	
4.	
5.	

TASK 7



You will see a picture. You will hear four statements about the picture. Choose the statements that most closely matches the picture.

No	Pictures	Statements
1.	 <p>http://bisnisukm.com</p>	<p>A. B. C. D.</p>
2.	 <p>http://t1.gstatic.com</p>	<p>A. B. C. D.</p>

3.	 <p>http://bengkelulik.blogspot.com</p>	A. B. C. D.
4.	 <p>http://pigment7up.com</p>	A. B. C. D.
5.	 <p>http://bittersweetcreations.net</p>	A. B. C. D.

TASK 8



You will hear a conversation between two people. You will see three or two question on each conversation. Answer to each question correctly.

Listen the conversation for answering number 1 and 2.

1. What does the woman borrow from the man?
2. The man has small pliers and big pliers. Which one the woman borrow?

Listen the conversation for answering number 3, 4, and 5.

3. What are Robert's characteristics?
4. Where does Robert live?
5. What happens with Robert?

TASK 9



You will hear a talk given by a single speaker. You will see three or two questions on each talk. Answer to each question correctly.

Listen the short talk for answering number 1, 2, and 3

1. Who is Rena?
2. Where does the speaker know Rena?
3. What are Rena's characteristics?

Listen the short talk for answering number 4 and 5.

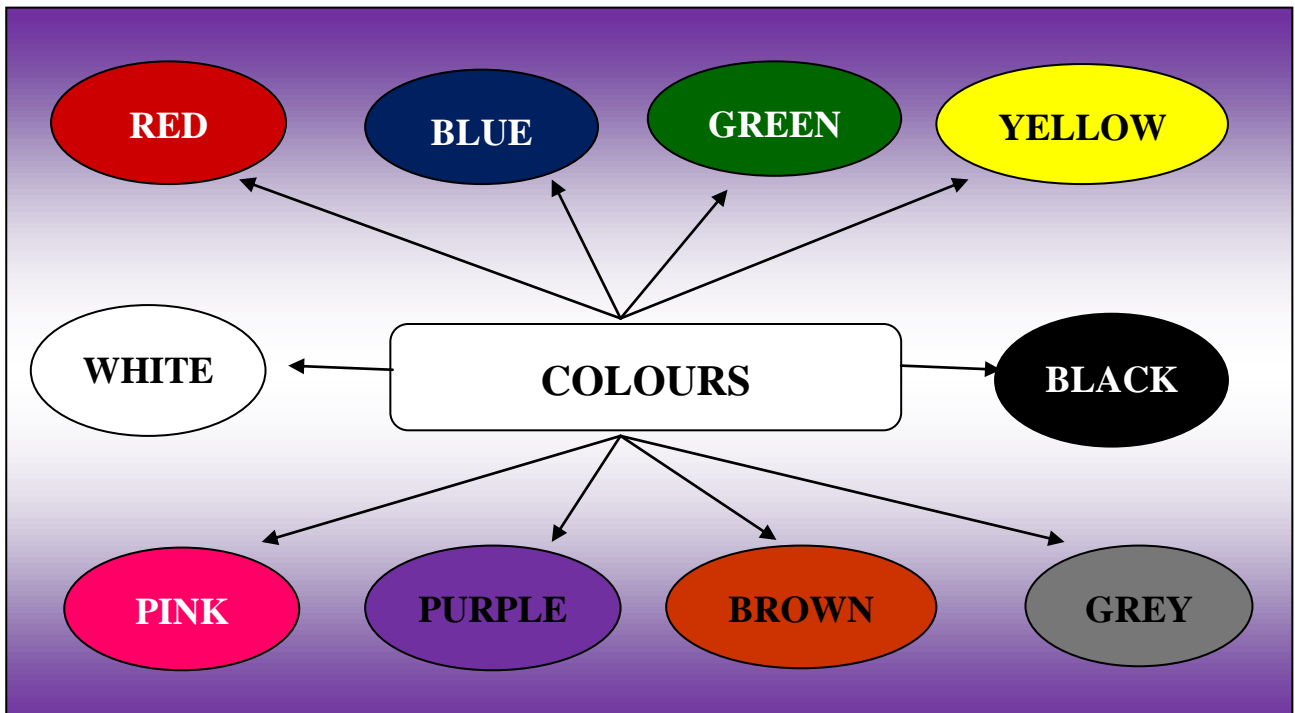
4. What does the speakers talk about?
5. Why the object is a special tool?

Let's make Summary



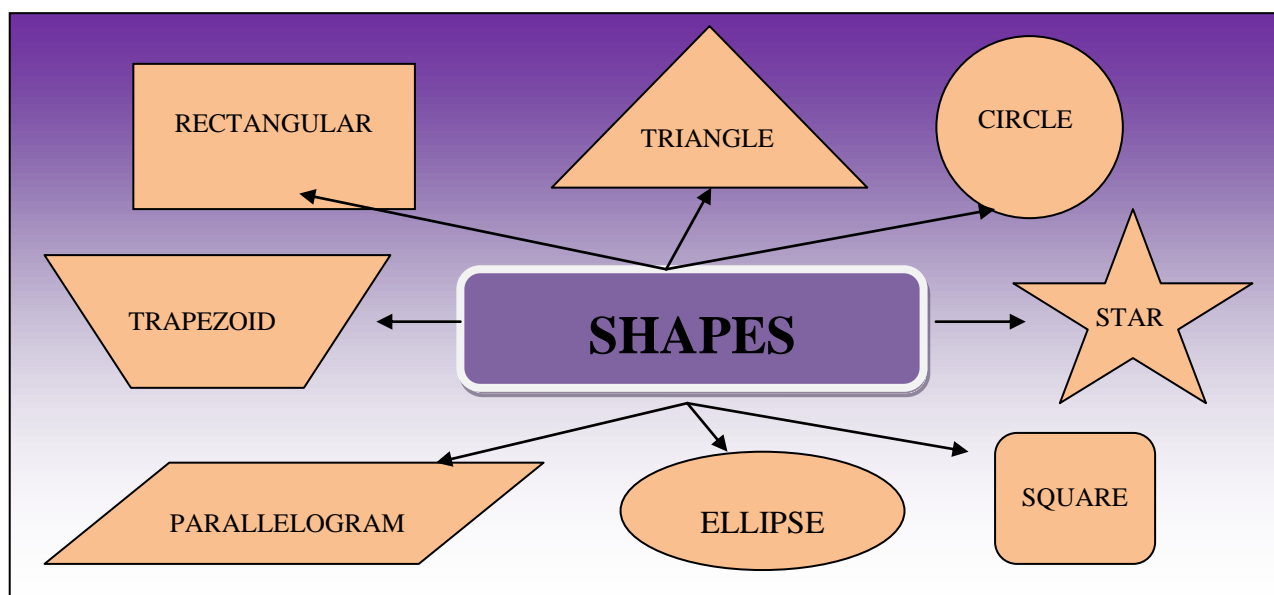
Study the variety of colours below.

A. COLOURS



B. SHAPES

There are kind of shapes. Listen to the audio and Let's study then distinguish them.



C. OBJECT

Listen to the audio and study the following material.

<p>They are pliers</p>  <p>Picture 3.9 (http://baselo.comuf.com)</p>	<p>It is a multitester</p>  <p>Picture 3.10 (http://www.cpfmarketplace.com)</p>
<p>It is a ammeter</p>  <p>Picture 3.11 (http://lilik.guru-indonesia.net)</p>	<p>It is a motors liner</p>  <p>Picture 3.12 (http://waliteknologi.blogspot.com)</p>
<p>It is a diode</p>  <p>Picture 3.13 (http://abisabrina.files.wordpress.com)</p>	<p>It is a cable</p>  <p>Picture 3.14(http://www.earlyedition.info)</p>
<p>It is a solder</p>  <p>Picture 3.15 (http://pigment7up.com)</p>	<p>It is a transistor</p>  <p>Picture 3.16 (http://komponenelektronika.net)</p>

D. DESCRIBING PEOPLE

Listen to the audio and study the following material.

Describe people based on:

- ✓ Nationality

Example: Anita is an Indonesian, Anton is an American (Korean, Indian, Malaysian, etc.)

- ✓ Profession

Example: Dina is a teacher, he is a good doctor, she is a clever nurse, etc.

- ✓ Physical characteristic

Example: Rita is a pretty girl, tall and has ideal body.

EVALUATION

I. Listen to the audio and choose the correct answer by crossing the letter A, B, C, or D.

1. What is the shape suitable with the audio?

A.



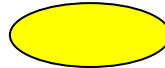
B.



C.



D.



2. What is the shape suitable with the audio?

A.



B.



C.



D.



3. What is the picture that suitable with the audio?

A.



B.



Picture 3.24

(<http://fashiontrendgue.blogspot.com>)

Picture 3.26 (<http://mi3l-asiacub.blogspot.com>)

C.



D.



Picture 3.25 (<http://detik77.com>)

Picture 3.27 ([http:// artis-indonesia-news.blogspot.com](http://artis-indonesia-news.blogspot.com))

4. Who is she?

A. Doctor

C. Pharmacist

B. Nurse

D. Dentist

5. What is his job?






A. Servant

C. Nurse

B. Customers

D. Chef

II. Listen to the audio and write all the words dictated in column A, then match with arrow between the statement in column A to the picture in column B.

1.		 Picture 3.28 (http://lilik.guru-indonesia.net)
2.		 Picture 3.29 (http://lois28.blogspot.com)
3.		 Picture 3.30 (http://lois28.blogspot.com)
4.		 Picture 3.31(http://i883.photobucket.com)
5.		 Picture 3.32 (http://bp0.blogger.com)

III. In this part, you will listen to conversation between Angel and Tom. Listen to the conversation carefully, and answer the questions correctly. The audio will be played twice.

1. Where do Angel and Tom meet?

2. What is Tom's job?

3. Where does Tom work?

4. What is Tom doing in the restaurant?

5. What is Angel's job?

6. Where does she work?

7. What is Angel doing in her job?

IV. Look and identify the pictures and then listen to the statements from the audio and decide whether the statement is TRUE or FALSE.



Picture 3.33 (<http://kapanlagi.com>)



Picture 3.34 (<http://thief-kim-hyun-joong.tumblr.com>)

No.	Statements	T	F
1.			
2.			
3.			
4.			
5.			

UNIT 4

Excuse me

After this lesson, the students are expected to be able to:

- ✚ understand the expressions of commanding, requesting, giving permissions, offering things, and services from audio
- ✚ differentiate between the expressions of commanding, requesting, giving permissions, offering things, and services from audio
- ✚ respond to the expressions of commanding, requesting, giving permissions, offering things, and services from audio



In our live, we sometimes are not able to do things by ourselves for one or another reason. Thus, we need to ask others for a favour. We often give help to others as well. Can you ask for a favour and give help to others effectively?



Picture 4 (<http://cf.ltkcdn.net>)

Let's get started

TASK 1



Read these expressions carefully. How do people use them in conversation? What kind the type of each the statements? Check (✓) the correct answer. Number one has been done for you.

1. I have got a headache
2. Don't drive too fast.
3. Would you take my bag?
4. I hate you
5. Look ahead.
6. Could we go home now?
7. Would you like to have some tea?
8. You can go home now if you like.

No	Command	Kinds of Feelings	Giving permission	Offering Things or Services
1.		✓		
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Let's Study

TASK 2



Listen to the audio and then choose and give a tick (✓) if the statement belongs to command, request, or kind of feeling.




No	Command	Request	Kinds of Feelings	Giving permission	Offering Things or Services
1.					
2.					
3.					


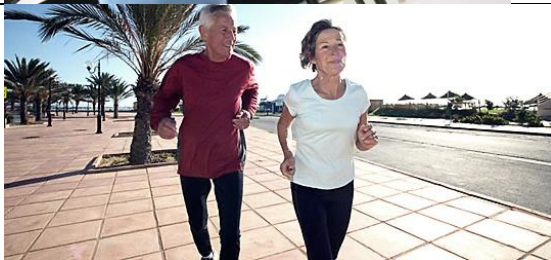
4.					
5.					
6.					
7.					
8.					
9.					
10.					

TASK 3



You will see a picture. You will hear four statements about the picture.
Choose the statements that most closely matches the picture.

1.			<p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p>
2.			<p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p>
3.			<p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p>

4.		A. B. C. D.
5.		A. B. C. D.

TASK 4



**In this part, you will listen to short conversations between two people.
Choose the best answer to each question.**

1. What is the woman's expression used for?

A. Command expression	C. Invite
B. Request expression	D. Permission
2. Where will they meet tonight?

A. Randy's party	C. Restaurant
B. Hotel	D. Peter's house
3. What does the woman mean?

A. She asks John to stop the car.
B. She asks John to drive faster.
C. She asks John to drive carefully.
D. She wants to drive the car.

In this part you will listen to a conversation between a waitress and Johan. Listen the conversation for answering number 3, 4, and 5.

4. The waitress offers the following kinds of topping pizza, except

A. Hawaiian	C. Beef spaghetti
B. Seafood	D. Super Supreme

5. What does Johan order?

A. Pineapple juice

C. Large size Hawaiian

B. Large size Seafood

D. Large size Supreme

TASK 5



In this part, you will listen to a conversation between Angel and Andy. Listen to the conversation carefully and then complete the missing information.

Angel : Hi, Andy. What (1)_____?

Andy : Hi, Angel. I'm very hungry.

Angel : Why (2)_____ the food now?

Andy : I'm confused what the delicious food in this restaurant is.

Angel : Wait a minute. Sorry, (3)_____ now?

Waiter : (4)_____ you Miss?

Angel : I want to order some food. Can you (5)_____?

Waiter : The favorite's menus in this restaurant are spaghetti, macaroni pasta, and turkey.

Angel : Okay. I want spaghetti and orange juice, please.

Andy : I want macaroni pasta and orange juice too.

Waiter : Ok. Wait a minute.

TASK 6



In this part you will listen to conversation between a waiter, Samuel, and Anita.

Listen to the conversation and then write the customers' orders based on audio.

Order	Samuel	Anita
Food	1.	1.
	2.	2.
Drink		

TASK 7



In this part you will listen to a conversation between Praveen and Mrs. Olla. Listen to the conversation from audio carefully and then answer the questions.

Question

1. Where does Praveen have to find an industrial engineering and management book on?
2. Does the book in the first cupboard?
3. Who is Mrs. Olla?
4. Does the Librarian permit Praveen to borrow books?
5. Does the Librarian permit Praveen to sit for taking note on his book?

TASK 8



Listen to the conversation between Praveen and a librarian again and then write T if the statement is TRUE and F if the statement is FALSE.

No.	Statement	T/F
1.	Praveen needs to get some information on animal cells book.	
2.	Praveen finds the information industrial and management books.	
3.	The book is in the first cupboard	
4.	Praveen may borrow the book for two days	
5.	Praveen takes notes the information in the library	

TASK 9



You will hear a talk given by a single speaker. You will see three or two questions on each talk. Answer to each question correctly.

Listen the short talk for answering number 1, 2, and 3.

1. What is the restaurant's name?
2. What are the special foods in the restaurant?
3. What are the special drinks in the restaurant?

Listen the short talk for answering number 4 and 5.

4. What should the passengers do before exiting the ship?
5. What will happen in five minutes?

Let's make summary



Study the following expressions.

A. COMMAND AND REQUEST

A command has an understood subject (you) and the verb is in the base form. In the negative, “**don’t**” precede the base of the verb. Please can be added at the beginning or at the end to make it polite.

(optional)	Commands	Responses
Please	Follow me. Calm down. Look ahead. Be careful. Don’t drive too fast. Don’t go. Don’t be late.	All right. Yes, I will. OK. Certainly. Sure.

The request usually use these patterns:

Requests	Responses
Can you ... Could you ... Will you ... Would you ... Would you mind ...	I’d be glad to. Certainly. Sure.

KIND OF FEELINGS

Listen to the audio and study the following material.

- I am happy
- I am hungry
- I am bored
- I am tired
- I hate you
- I have got cough
- I have got a headache
- etc

B. REQUEST AND GIVING PERMISSIONS

We use **can** to ask for permission to do something:

- **Can I ask** a question, please?
Can we go home now.

could is more formal and **polite** than **can**:

- **Could I ask** a question please?
Could we go home now?

may is another **more formal** and polite way of asking for permission:

- **May I ask** a question please?
May we go home now?

We use **can** to **give** permission:

- **You can go** home now if you like.

may is a **more formal** and polite way of **giving** permission:

- **You may go** home now, if you like.

We use **can** to say that **someone has permission** to do something:

- **We can go out** whenever we want.

Students **can travel** free.

may is a **more formal** and polite way of saying that **someone has permission**:

- Students **may travel** free.

Expressions for seeking, granting and refusing permission in various situations are given below:

Formal Situations

Seeking permission : Might I have your permission to

With your permission I should like to...

Would it be all right if I

Granting permission: Permission is granted

We are pleased to permit

Refusing permission : I'm afraid we couldn't allow.

I'm afraid we don't have the authority.

Informal Situations

Seeking permission : Any chance of borrowing

Mind if I borrow

All right if I use

Granting permission : It's OK / fine / all right

Go ahead.

Of course, you can.

Refusing permission : I'd like to, but I can't

I can't possibly.

Sorry that's not on.

No way, I'm afraid.

C. OFFERING THINGS OR SERVICES

Listen to the audio and study the following material.

- Would you like to have some potatoes?
- Would you like to bring this bag?
- Would you like to have some tea?

Evaluation

I. In this part, you will listen to short conversations between two people. Listen to the audio and choose the correct answer.

1. The conversation contains an example of the expression of . . .
A. offering something
B. request
C. offering help
D. request permission.
2. What is the man's expression used for?
A. permission
B. command
C. request
D. order
3. What does Alena probably feel?
A. Hungry
B. Angry
C. Eat
D. Thirsty
4. It is an example of . . .
A. requesting
B. offering things
C. permission
D. offering service
5. What is the woman's expression used for?
A. sad
B. hungry
C. bored
D. happy
6. What is the man's feeling?
A. Happy
B. Sad
C. Angry
D. Proud

In this part you will listen to a conversation between a Boy and a girl. Listen the conversation for answering number 7 and 8.

7. What is offered by the boy?
A. Cake
B. Pair
C. Milk
D. Pie
8. Who made the food?
A. The boy
B. The girl
C. Her sister
D. Her mother

In this part you will listen to a conversation between Angel and Richard. Listen the conversation for answering number 9 and 10.

9. What is offered by the girl?

A. Coffee

C. Milk

B. Juice

D. Meal

10. What is the boy's request?

A. A glass of water

C. A glass of milk

B. A glass of juice

D. A glass of tea

II. In this part, you will listen to short conversations between two people. While listening, complete the missing information.

1. Ms. Dita : Rino, what are you doing?

Satria : I'm typing on the computer, Miss. _____ any problem?

Ms. Dita : Yes, the computer will be repaired because it is full of viruses.

Satria : Oh, I see.

Ms. Dita : You can _____

2. Teacher : Do you know what time it is?

Anwar : It's eight o'clock, Ma'am.

Teacher : Do you know the time of the class begin?

Anwar : Yes. It's a _____. Ma'am.

Teacher : It means you are late. Next time, _____.

Anwar : Yes, Ma'am.

3. Teacher : Hey, Andi. Are you sleeping?

Andi : Oh...mmm..._____, Ma'am.

Teacher : _____ next time, OK.

Andi : Yes Ma'am, I will.

4. Police : Why do you put your child sit in front you? Do you know that it can be dangerous? And you also don't wear a helmet?

Mr Kemas : I'm sorry, Sir, I must drop my children at school. They are already late.

Police : _____ me any reason, you've broken the law. _____ anymore.

Mr Kemas : All right, thank you.

Police : Next time use a helmet and your child must sit at the back. Don't put your family in danger.

5. Jack : Bye, Mom. I'm going to go to Christian's house.

Mom : Wait a minute. _____ before you leave.

Jack : What do I have to do?

Mom : Hang up your clothes. _____ back on the shelf. Okay?

Jack : Okay mom.

III. In this part, you will listen to a conversation between Andre and Christian. While listening, complete the missing information.

- Andre : Look at the man who is being interviewed. He is very (1) _____ in answering all the questions. I think he has a job experience before this.
- Christian : Maybe you're right. His appearing and his action show that he has a lot job experience. By the way, how is your feeling now?
- Andre : I'm very (2) _____ and (3) _____ that I will fail in this interview. You see, I haven't had a job experience at all.
- Christian : So am I. Seeing a confident man like him makes me (4) _____. I feel that my performance is much worse than this.
- Andre : Anyway, telling (5) _____ won't help us now. So, be optimistic!
- Christian : Good idea!

IV. In this part you will listen to a short conversation between the guest and the hotel staff. Listen to the conversation carefully and then write T if the statement is TRUE and F if the statement is FALSE.

No.	Statements	T/F
1.	The guest was offering help to the hotel staff	
2.	The hotel staff was offering help to the guest	
3.	Someone had stolen the guest's bag	
4.	The guest was just shocked	
5.	The staff hotel would call the police	

Hal : Permohonan Judgement Ahli Materi

Kepada

Yth. Nur Hidayanto, PSP, M.Pd

Di tempat

Dengan hormat,

Dalam rangka penyelesaian skripsi di jurusan Pendidikan Bahasa Inggris, dilakukan penelitian dan pengembangan media yang berjudul “Designing Listening Tasks for the First Grade of Industrial Electronics Engineering Department in SMKN 2 Pengasih ”. Penelitian dilakukan oleh:

Nama : Niken Murtisari

NIM : 06202244133

Jurusan : Pendidikan Bahasa Inggris

Peneliti mohon bantuan ahli materi untuk memvalidasi media yang kami rancang. Media ini digunakan untuk guru Bahasa Inggris. Untuk itu, kami mohon kesediaan Bapak Nur Hidayanto, PSP, M.Pd untuk bisa memberikan penilaian demi mendapatkan media yang baik.

Atas bantuan dan kesediaan Bapak, kami ucapkan terima kasih.

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SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

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NIP : 19821122 200604 1 001

Instansi : Dosen Pendidikan Bahasa Inggris UNY

Bidang Keahlian : Material Development

Menyatakan bahwa panduan guru sebagai hasil skripsi dengan judul: “Designing Listening Tasks for the First Grade of Industrial Electronics Engineering Department in SMKN 2 Pengasih” dari mahasiswa:

Nama : Niken Murtisari

NIM : 06202244133

Telah siap/belum siap * diujicobakan dengan menambahkan beberapa saran sebagai berikut:

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Evaluator,

Nur Hidayanto, PSP, M.Pd

NIP. 19821122 200604 1 001

*Coret yang tidak perlu